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ABSTRACT

This handbook was developed to give tutors of adult education information and ideas about assessing adult learning. It can be used as a reference for information about assessment and as a practical tool for tutors. Section 1, Introduction to Assessment in Adult Learning, includes information on these topics: what assessment is, how to assess, why to assess, who assesses, when assessment can be done, monitoring assessment and recording results, the psychology of assessment, and hints on giving feedback. Section 2, Assessing without Paper, includes the following activities: continuum, conversation, discussion, exhibition, games, observation, performance, practical activities, questions and answers, real world, role play, simulation, and tutorial. Section 3, Assessing using Paper, includes these activities: action plan, application form, assignments and projects, checklists, learning journal, profile, record of achievement, self-assessment form, test, and worksheets and gapsheets. Section 4 contains the following: information on inspection in adult education, the assessor awards, how assessment relates to evaluation, an annotated list of 26 books, and a glossary of 90 terms. (KC)

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Jan Donley and Rosemary Napper

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ASSESSMENT MATTERS in ADULT LEARNING

Jan Donley and Rosemary Napper

NIACE
THE NATIONAL ORGANISATION FOR ADULT LEARNING

OXFORDSHIRE COUNTY COUNCIL
Community Education
LEARNING COUNTYWIDE

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NIACE, the national organisation for adult learning, has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training. It aims to do this particularly for those who do not have easy access because of barriers of class, gender, age, race, language and culture, learning difficulties or disabilities, or insufficient financial resources.

The NIACE website on the Internet is http://www.niace.org.uk

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Assessment Matters in Adult Learning has been produced by **Jan Donley** (part-time tutor and trainer) and **Rosemary Napper** (Community Education Professional Development Officer) with a team from the Professional, Personal and Organisational Development Service to give tutors of adult education information and lots of ideas about assessing adult learning.

It can be used as a reference for information about assessment; also as a practical tool for tutors **to photocopy** and use in their teaching.

All the examples of assessment activity and forms in sections 2 and 3 have been used in Adult Education in Oxfordshire. A big thank-you to all the tutors and organisers who have shared their ideas and practice.

However, the ideas in this pack are not set in stone, so please let NIACE (The National Institute of Adult Continuing Education, 21 de Montfort Street, Leicester LE1 7GE 0116 2044200) know of any ideas you have to add to the pack; of any which worked well for you; or any which could be improved.

ANY feedback would be most welcome!

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and all 78 adult education tutors and workers who gave us valuable grassroots input on March 4th 1995 at the Ensuring Quality Conference

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ASSESSMENT MATTERS

How to use this pack

Section -1- Introduction to Assessment in Adult Learning

page 1

This section includes:
- What is assessment? What this pack can offer you
- How to assess
- Why assess?
- Who assesses?
- When can assessment take place?
- Suggestion of how to monitor assessment and record results
- Psychology of assessment
- Hints on giving feedback

Section -2- Assessing Without Paper

page 17

... includes these activities:
- Continuum
- Conversation
- Discussion
- Exhibition
- Games
- Observation
- Performance
- Practical Activities
- Question and Answers
- Real World
- Role Play
- Simulation
- Tutorial

Section -3- Assessing Using Paper

page 45

... includes these activities:
- Action Plan
- Application Form
- Assignments & Projects
- Checklists
- Learning Journal
- Profile
- Record of Achievement
- Self Assessment Form
- Test
- Worksheets & Gapsheets

Section -4- What Others Have to Say About..

page 97

- Inspection in Aault Education
- The Assessor Awards
- How Assessment relates to Evaluation
- Useful books on Assessment
- Glossary of Adult Education Jargon

in

ADULT LEARNING

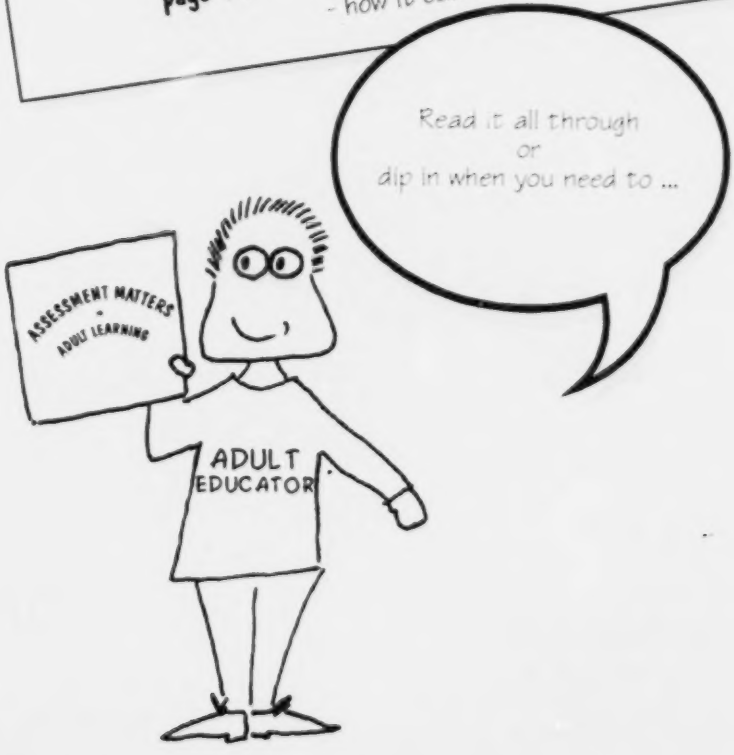
ASSESSMENT MATTERS: Oxfordshire County Council and NIACE

An!! some magic ways to assess learning without paper!!
ASSESSMENT MATTERS

Introduction
to
Assessment
in
Adult Learning

This section gives you - the adult education tutor - an introduction to assessment and has information about:

page 2 * What is assessment? and How **Assessment Matters** will help you
page 4 * How to assess?
page 5 * Why do you assess learning?
page 6 * When and why to assess?
page 8 * Who assesses?
page 10 * Giving feedback
page 11 * Informal & formal assessment
page 12 * Ways to record and monitor assessment
page 14 * The psychology of assessment - how it can affect you and your learners



What is Assessment?

Here's what different adult educators told us:

A way to find out you've learnt something - achievement

S tudents' self assessment is the key to adult learning

S omething both the learners and the tutor do together at the beginning to ensure the course is right for the learners

E ndless checking on how the learning is going

S atisfying feedback to me in my job

S ee the different learning styles in my group so I can design different learning activities to suit different people

M otivation for learners

E nd of course review of all the learning

N oting changes in skill, attitudes and knowledge

T ell the accreditation body to send out the certificates

ASSESSMENT INVOLVES finding out how much an individual or group has learnt - this is the **PURPOSE** of assessment and will involve both the learners and you (as the tutor) from before the course starts until after it has finished.

Learning is a **CHANGE** in SKILL and/or ATTITUDE and/or KNOWLEDGE - measuring these changes are the **STEPS** leading to an assessment result. Any course is likely to involve SOME change in all of these areas - but it may focus on ONE of these in particular. For example:

SKILL	Weekend workshop on practical upholstery
ATTITUDE	An assertiveness programme for youth workers
KNOWLEDGE	Six-week course on 'The life of Charles I'

Being very clear about what you plan your learners to change, and what they want to change will help you both decide when & how assessment of their learning will take place.

The SENSE OF ACHIEVEMENT the learners get as a result of understanding and acknowledging these changes is the **RESULT** of assessment and this gives you, the tutor, job satisfaction.

How will this pack help you?

You - the adult education tutor - will almost certainly be doing a great deal of such assessment informally all the time. This pack can help you with :

RECOGNITION of what you are doing already.

DEVELOPING IDEAS about other ways to assess including lots which don't involve paper.

RECORDING - there are ideas of some easy ways to record your assessment and how you can help your learners record their self-assessment.

DECIDING WHEN in your course you would use a particular activity.

FEEDBACK - helpful hints on how to provide useful and sensitive assessment information.

WHO ASSESSES - whether an activity is suitable for SELF, TUTOR, PEER or EXTERNAL assessment.

ADAPTING - ways that you could adapt different activities for your own needs.

KNOWLEDGE - background information about assessment and learning - plus some of the wider issues of ENSURING QUALITY IN ADULT EDUCATION.

VALUING - the effect of assessment for everyone involved.

Remember that some things in this pack will be appropriate now for your subject, some can be adapted, and some may be useful another time.

Identify Outcomes and Assessment Criteria

First of all you need to be very clear about what you and your learners will be assessing so you will need to plan and identify LEARNING OUTCOMES for your course. These include CRITERIA against which the changes in your learners can be compared - these enable you both to assess the learning. These outcomes with their criteria could be planned in negotiation with your learners, taking into account THEIR NEEDS and EXPECTATIONS.

Of course not all learning is planned. WINDFALL LEARNING takes place without you planning it. You would not need to assess this learning although it may be an aspect of evaluation.*

Share these Outcomes plus Criteria with your Learners

Both your learners and you - the tutor - will be involved in any assessments. It is therefore essential that all your learners are aware of the planned learning outcomes and criteria. Share these with your learners VERBALLY - by discussion, and VISUALLY - using (for example) flip charts, overhead projector, handouts, demonstrations, videos.

Collect some Evidence of Learning

You and the learners will need to know what they have learnt in order to make an assessment. This learning can be identified by: observing, asking questions and discussing, looking at work produced by the learners. Your learners will also produce EVIDENCE of their learning, e.g. written and project work, checklists, live performance which is recorded, photographs of practical work through various stages.

Assess only using the Criteria in relation to this Evidence

After the intended changes have been identified, you and your learners can make OBJECTIVE JUDGEMENTS or ASSESSMENTS about their achievements, abilities, aptitude and motivation. These judgements are made by checking the evidence against the criteria which you and your learners established.

Empower your Learners

Your learners may always look to you to be the assessor - especially if their only experience of assessment has been at school in the past so you need to encourage them to SELF ASSESS by asking them to consider their own opinions and judgements of their learning.

Discuss the Assessment through Feedback

Help your learners to recognise their strengths and aspects for development by encouraging them to give themselves FEEDBACK. Give them genuine praise verbally and in any written feedback as well as specific guidance about what to do differently.

Record the Assessment

You need to keep some RECORD that assessment has taken place and ultimately RECORD THE RESULTS of your learners' achievement in relation to your planned outcomes and criteria. These recordings plus plans about what to do next that the learner evolves underpin their SENSE OF ACHIEVEMENT. These are the OUTCOMES of assessment and this gives you, the tutor, job satisfaction.

Any evidence should be VALID - in relation to the previously specified outcomes
RELIABLE - can be repeated currently by the learner
SUFFICIENT - to demonstrate that the learner has the skill, &/or attitude &/or knowledge specified in the outcomes
AUTHENTIC - produced and owned by learner

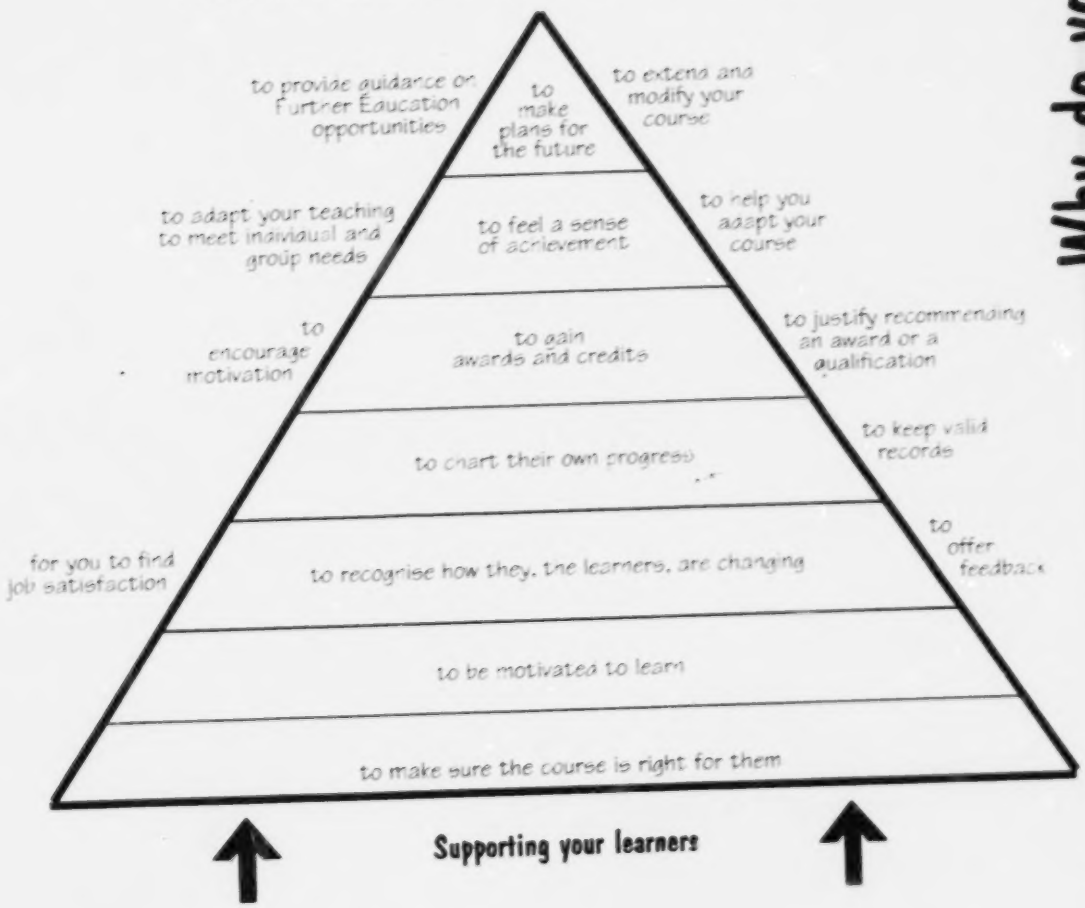
* ASSESSMENT can sometimes be confused with EVALUATION. Assessment is about measuring the worth of individuals' learning whilst evaluation is about the value of your course or programme.
See Section 4 'Evaluation' page 105

Why do you Assess Learning?

Creating quality education for adults involves many stakeholders- this is likely to include centre organisers, management committees and Staff Development supporting you - the tutor - in assessing learners' progress

In the △ are the REASONS learners appreciate assessment.

Around the △ are some implications for you, the tutor.


to provide guidance on Further Education opportunities
to make plans for the future
to extend and modify your course
to adapt your teaching to meet individual and group needs
to feel a sense of achievement
to help you adapt your course
to encourage motivation
to gain awards and credits
to justify recommending an award or a qualification
to chart their own progress
to keep valid records
for you to find job satisfaction
to recognise how they, the learners, are changing
to offer feedback
to be motivated to learn
to make sure the course is right for them
Supporting your learners

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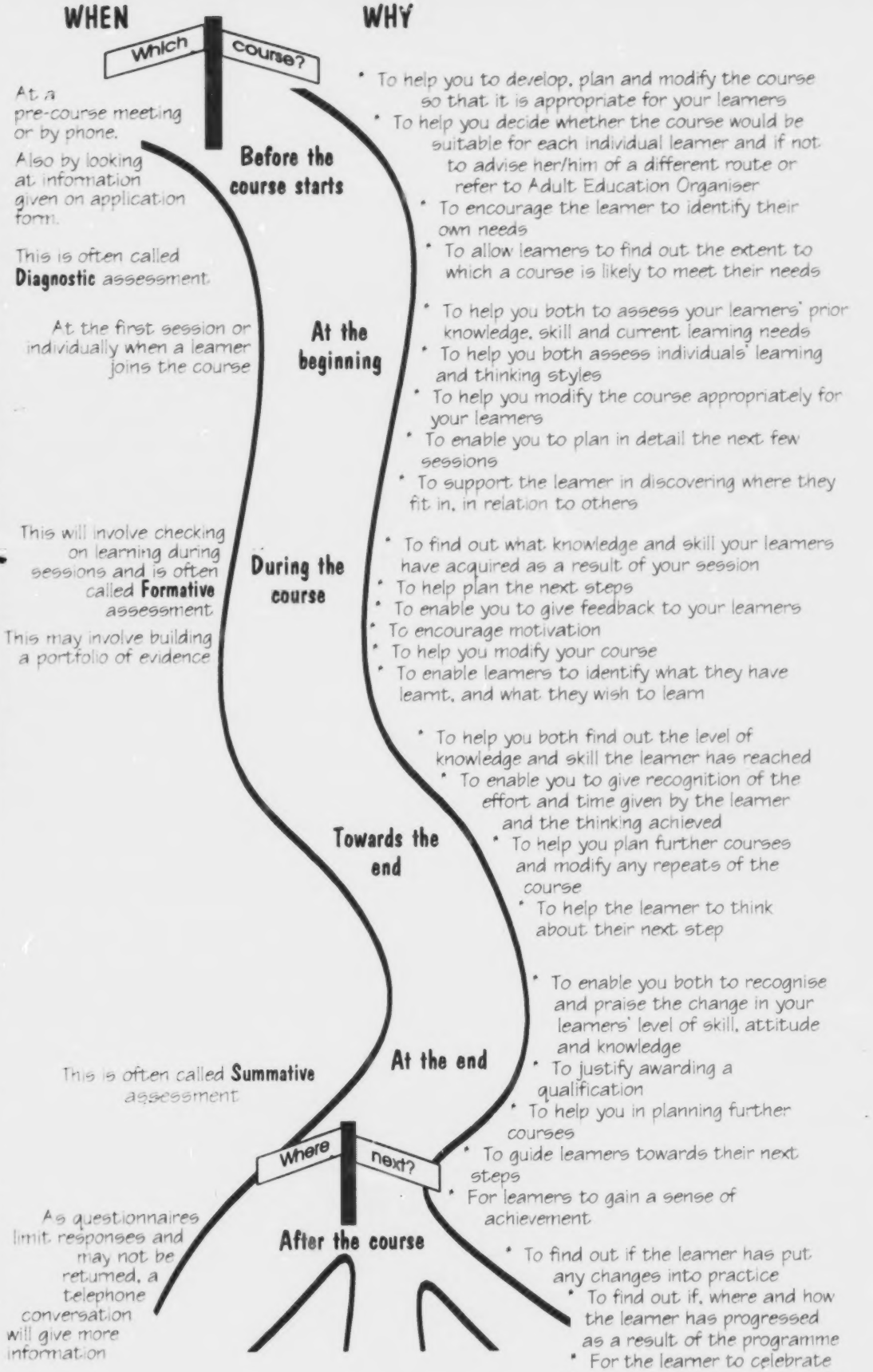
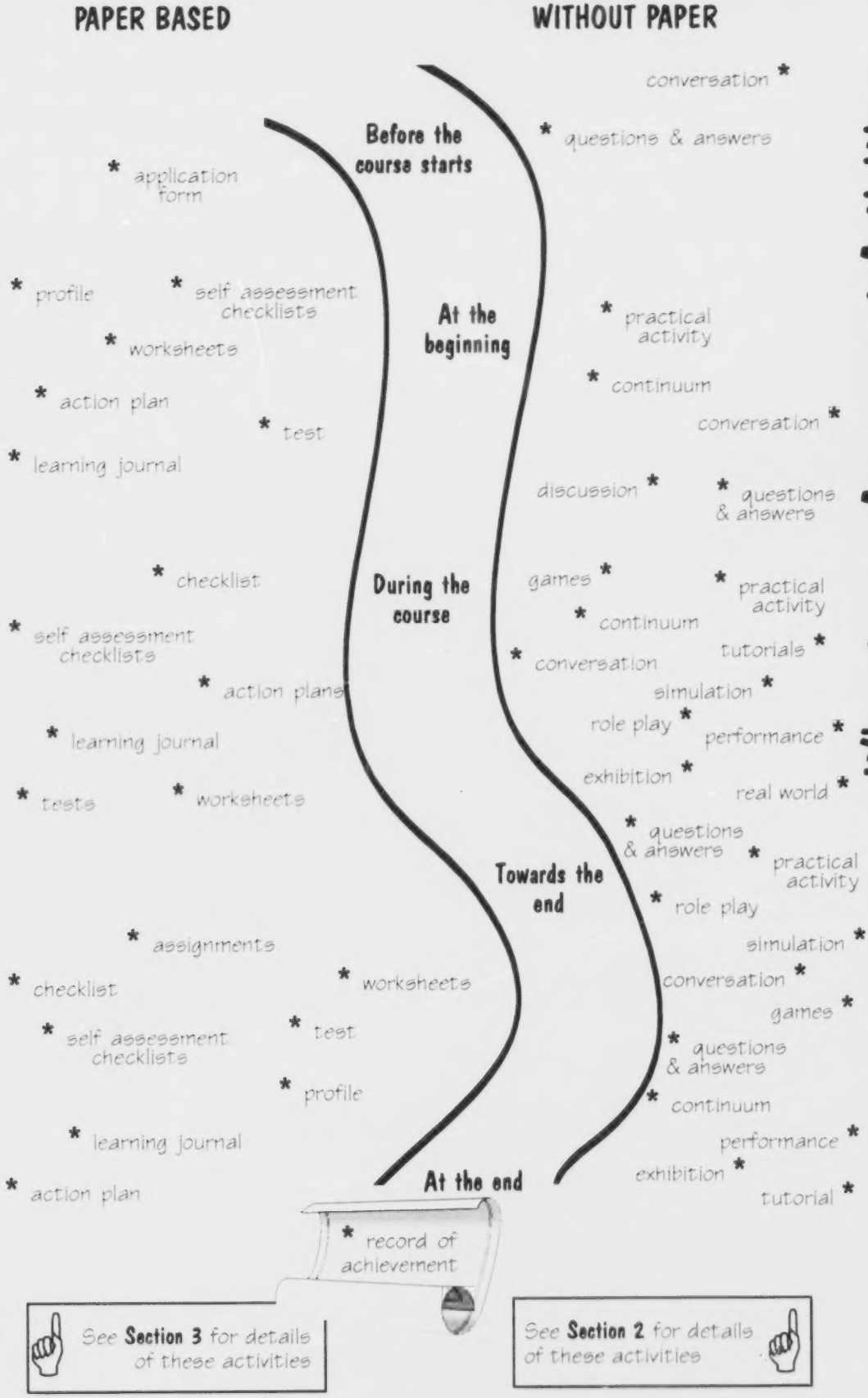
WHEN do you Assess and WHY?


WHEN
WHY
Which course?
Before the course starts
At a pre-course meeting or by phone.
Also by looking at information given on application form.
This is often called Diagnostic assessment.
* To help you to develop, plan and modify the course so that it is appropriate for your learners
* To help you decide whether the course would be suitable for each individual learner and if not to advise her/him of a different route or refer to Adult Education Organiser
* To encourage the learner to identify their own needs
* To allow learners to find out the extent to which a course is likely to meet their needs
At the beginning
At the first session or individually when a learner joins the course
* To help you both to assess your learners' prior knowledge, skill and current learning needs
* To help you both assess individuals' learning and thinking styles
* To help you modify the course appropriately for your learners
* To enable you to plan in detail the next few sessions
* To support the learner in discovering where they fit in, in relation to others
During the course
This will involve checking on learning during sessions and is often called Formative assessment
This may involve building a portfolio of evidence
* To find out what knowledge and skill your learners have acquired as a result of your session
* To help plan the next steps
* To enable you to give feedback to your learners
* To encourage motivation
* To help you modify your course
* To enable learners to identify what they have learnt, and what they wish to learn
Towards the end
* To help you both find out the level of knowledge and skill the learner has reached
* To enable you to give recognition of the effort and time given by the learner and the thinking achieved
* To help you plan further courses and modify any repeats of the course
* To help the learner to think about their next step
At the end
This is often called Summative assessment
* To enable you both to recognise and praise the change in your learners' level of skill, attitude and knowledge
* To justify awarding a qualification
* To help you in planning further courses
* To guide learners towards their next steps
* For learners to gain a sense of achievement
Where next?
After the course
As questionnaires limit responses and may not be returned, a telephone conversation will give more information
* To find out if the learner has put any changes into practice
* To find out if, where and how the learner has progressed as a result of the programme
* For the learner to celebrate their success

When to use Assessment Activities



Who Assesses?

Different people make assessment judgements. Their different perspectives involve different types of assessment activity and varying degrees of informality (see also page 11).

Peers

The Learner

self assessment -informal

workplace based assessment - both formal & informal

External Assessor

classroom and individual session based assessment -informal and formal

examinations and tests - mostly formal

The Tutor

Throughout this pack these four images are used to identify who might best be involved in each assessment activity as assessors.

Who Assesses?

There are four categories of people who could be involved in assessing individuals' learning. It is crucial that your learners develop their skills in assessing their own progress positively.

Self-Assessment

THE LEARNER

* Encourages development of learners' own opinions about their progress and work
* Allows a few minutes during sessions for learners to reflect and think about the process and progress of their learning
* Clarifies specific objectives so that learners are clear about what they are aiming for
* Encourages learners to regularly record their learning in a learning journal, checklist or on to audio-tape to chart their own progress

Peer Assessment

FROM OTHER LEARNERS on the COURSE or PROGRAMME

* Fellow learners can assess each other by working in groups and offering feedback to each other
* Peers can help each other with their assessment by discussing the learning as it takes place
* Peer discussion may reveal unplanned 'windfall' learning
* Peers share new learning through simulations or by giving a presentation. These need to include time for feedback.

Tutor Assessment

* You only need to assess your learners' progress towards your shared learning outcomes and not in relation to 'windfall' learning
* Assess your learners' progress and learning continuously
* Share this assessment with your learners so that they know how they are doing and can plan what to do next
* Record the assessment for your records as soon as possible
* Plan your teaching in response to all assessments of learning

External Assessment

* There is often an external assessor for a programme or course which carries a qualification
* A programme may be moderated. The moderator will not be assessing individual learners, rather they will assess the tutor's assessment judgements of learners' progress in relation to the planned learning outcomes

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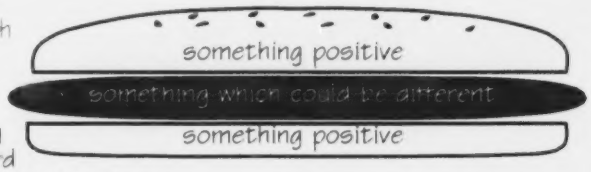
Giving Feedback

Assessment involves judgement - the judgement of learning. It is vital that these judgements are shared and aired constructively.

Here are some hints which apply to everyone involved in giving feedback - whether it is you as **tutor**: the **peers**: or the **learners** themselves, engaging in self talk

- Find out what the learner her/himself thinks about their own learning before other views are offered
- Invite and offer feedback as one equal adult to another
- Reinforce positive aspects - for most people a negative point carries far more weight than positive points - so begin and end with positive points
- Offer only constructive criticism - invite and give several ideas about what could be different and how
- Compare an individual's development with their previous work and not with peers' work
- Be specific about what exactly is positive and what could be done differently
- Help learners to decide their own future action - avoid telling them what to do
- Try a feedback sandwich



  - Make it fresh
  - Keep the filling straightforward
  - Aim for a balance of tastes

- Finish feedback on a positive note and thank your learner for the effort and contribution they have made
- Be genuine with your praise - any inauthenticity will be communicated and will invalidate your credibility as tutor
- Encourage your group to observe and analyse their own learning. They can then offer feedback to each other and individuals can give feedback to themselves.
- Remember - the more time and energy spent talking about a particular aspect, the more likely it is to recur. Therefore comments on negative points will reinforce bad habits.

Imagine this is a test and think about your skills in assessing. There are 12 points above. How many do you score?

Informal assessment involves you making a mental note of the learners' progress and keeping notes - perhaps in your session plan. The learners might note down their own assessment in a learning journal.

Formal assessment usually involves recording the assessment objectively and in a format which can be looked at by others. This could be in a portfolio or itemised checklists.

You will need to be accountable and be able to show your Adult Education Organiser both informal and formal types of recording. Decide with your learners beforehand what is to be kept confidential.

Informal and Formal Assessment

See **Section 2** for how non-paper based activities can be used formally and informally

See **Section 3** for how paper based activities can be used formally and informally

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Keeping Records of the PROGRESS of Learning

You need to keep records of how you assess your learners' **progress** and their **achievements** in relation to your planned **outcomes**, in order to show that assessment has taken place - and for you to be **accountable**.

Your learners may also wish to record their own progress and achievements. If both of you record assessment as it takes place, it is easier for you both to **monitor progression**.

You probably want to keep the amount of paper to a minimum, so encourage your learners to look after their own records as far as is practicable and keep all your records concise.

Learner Records

LEARNING JOURNAL

This gives learners the opportunity to reflect on experiences and analyse their thoughts and feelings in their own time. They can log this in a diary and use it to help plan future actions.

See page 67 for more ideas.

PORTFOLIO

An individual's collection of work produced throughout the course showing development and change.

See also Assignments and Projects on page 59.

Tutor Records

SESSION PLAN

Have a space on your lesson plan to record feedback for your self about the session including assessment of the learning of the group as a whole and of individuals. (This can also prove very useful when you are planning a repeat of the session.)

Keep your dated session plans in a ring binder to show your organiser. This folder can be very useful if you are absent and someone else has to cover for you.

Learner & Tutor Records

CHECKLIST

You and the learner can keep checklists of the outcomes of learning. These could include progress checks and dates.

See also page 63.

PHOTOGRAPHS

A series of photographs taken at different stages showing the development of a project.

AUDIO / VIDEO

A recording is made of a session and used as a tool for discussion and analysis.

Make sure that your learners are aware of - and in agreement with - the recording.

Keeping Records of OUTCOMES of Learning

Learner

PROFILE

A description by your learner of their attitudes, values, skills and level of knowledge at the beginning and end of the course. Could be counter-signed and added to by the tutor. May be used as a reference for further education or employment.

ARTEFACT

The actual object the learner is working on in a practical class, for example cake, chair, painting, quilt, basket - **plus** a written or verbal (audio recording) commentary describing the development and learning from start to completed artefact

CERTIFICATE and AWARDS

Awarded to learner by an external body or organisation and is evidence of achievement. Nowadays many certificates list the competence achieved at a particular level.

Tutor

WRITTEN REPORT

If a formal and detailed record of an individual's assessment is required, a written report may be necessary.

Learner and Tutor

RECORD OF ACHIEVEMENT / WORK

Usually in the form of a checklist. Could include individual levels or standards of achievement. It should be signed by tutor and learner then dated. Although completed by tutor and learner together, it belongs to the learner. You may wish to keep a copy or summary.

Who Keeps what Records?

Learner

Any work and records produced by your learners is kept by them - e.g. learning journal, profile, portfolio, assignment, artefact, record of work. They will also get to keep any reports & checklists you write and any formal awards & certificates.

Tutor

You as **tutor** need to keep your record of each learners' progress & achievements as well as any notes of your observations of the group's learning. You will keep a copy of any information going into a report or profile or to an awarding body.

Adult Education Centre

Your line manager for your work in educating adults will need copies or summaries of your records of assessment of learners' achievements. This will then provide data which may be important to show funders, or inspectors, elected members or sponsors.

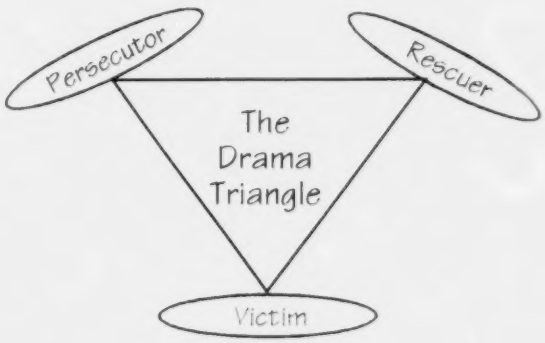
How Might the Assessment Process affect Relationships on your Course?

The dictionary definition of 'assessment' is **worth.**

Assessing learning outcomes in adult education is about measuring the changes individuals have made in their skills, their values & attitudes, and in their knowledge & understanding. However many individuals may (wrongly) feel this measurement of their learning implies something about their **worth as a person.** Some may have negative experiences of being assessed during school days and these feelings can be re-activated when assessment is introduced in adult classes.

Similarly, you - the adult education tutor - may have personal experiences of assessment that affect how you feel about using assessment strategies in your work.

Consequently assessment can be an interpersonal minefield, where both learner and tutor find themselves uncomfortably in one role of the 'drama triangle'*, and may then use their energy to change roles.



On the opposite page are some examples: think about strategies you would use to avoid such situations emerging in your classroom.

* It is called the 'drama triangle' because all plays, novels, TV soaps and so on create drama by the protagonists adopting one of these roles and then switching to another. This 'switch' is the dramatic interest that keeps the audience riveted. We often sense the switch is coming yet feel powerless to prevent it - whether we are audience or protagonist!

Learner

Victim : Perceives the assessment system as unfairly judging and labelling so creating comparisons with other students. The effect is to switch off and not hear any constructive criticism.

Rescuer : Does not give straight feedback in peer assessment activities in order to protect the feelings of others. As a result learning is blocked for everyone.

Persecutor : Turns on the tutor, pointing up the flaws in the assessment process or teaching programme - perhaps because they fear they may not perform well in the assessment.

Tutor

Rescuer : Only gives positive feedback (which may sound a bit marshmallowy) because of wanting to avoid hurting feelings. The effect is often that the learner privately feels they have failed because there is no meaningful feedback or pointers.

Persecutor : Sometimes the methods or criteria for assessment are inappropriate - students feel persecuted if they find the assessment activity too difficult. Sometimes the tone of voice subtly shifts praising words to criticism. Sometimes there is just too much negative feedback. Dropout may result.

Victim : Avoids assessing students altogether - perhaps afraid that unsympathetic approach to teaching and learning may be shown up. The consequence is the wrath of the line manager, and the disappointment of the students who feel let down.

Be empowering of your students. Use **strategies** which can help you avoid becoming entangled with the drama triangle roles. Here are some ideas:

* Discuss the assessment processes with students, particularly the purpose and value of assessment.
* Build in assessment processes from the start so that they become a natural part of your programme
* Use a wide range of assessment activities
* Give honest and clear feedback
* Keep critical feedback to 1 or 2 points only and talk about how to change
* Let learners know your criteria for assessment well in advance
* Ensure that you are assessing people's learning in relation to what you have taught - and that you teach towards the planned outcomes
* Tell learners in advance when informal assessment is due
* Acknowledge that people may feel vulnerable about being assessed
* Allow people to unload previous experiences of assessment in a discussion group
* Ensure all students know what types of records of assessment you are keeping and who else might see these
* Clarify deadlines - and only be absolutely firm about those which are imposed externally. We all learn at different rates, and the rest of our lives can intervene from time to time.
* Encourage your learners to realise the value of assessment as adult learners

Assessing your Learning So Far

This is the **end of section one**. Fill out the thought bubbles below to identify your learning so far....

3 new things I have learnt about assessment are...

3 changes I will make to assessment in my classes are...

3 things I already knew about assessment which have been confirmed in this section are...

3 things I will watch out for when assessing are...

Assessing Without Paper

Paperless assessment involves activities which do not require the learner to use paper - although when the assessment is recorded, it will probably be necessary to do so on paper

As learners become involved in the activities, they can demonstrate skills plus underpinning knowledge in practice and development, as well as changes in attitudes. You and the learners can observe and assess learning as it develops through using this type of activity.

The activities described on the following pages can help you - the tutor - to identify and check on learning as it takes place. Often your assessment processes are intertwined with the teaching and learning processes.

After the description of each activity, there are examples of the activity as it is used by tutors of adults in a wide range of contexts.

FOR MORE INFORMATION ABOUT:
FEEDBACK SEE PAGE 10
WHO ASSESSES SEE PAGE 8
WHEN TO ASSESS SEE PAGE 6
KEEPING RECORDS SEE PAGE 12

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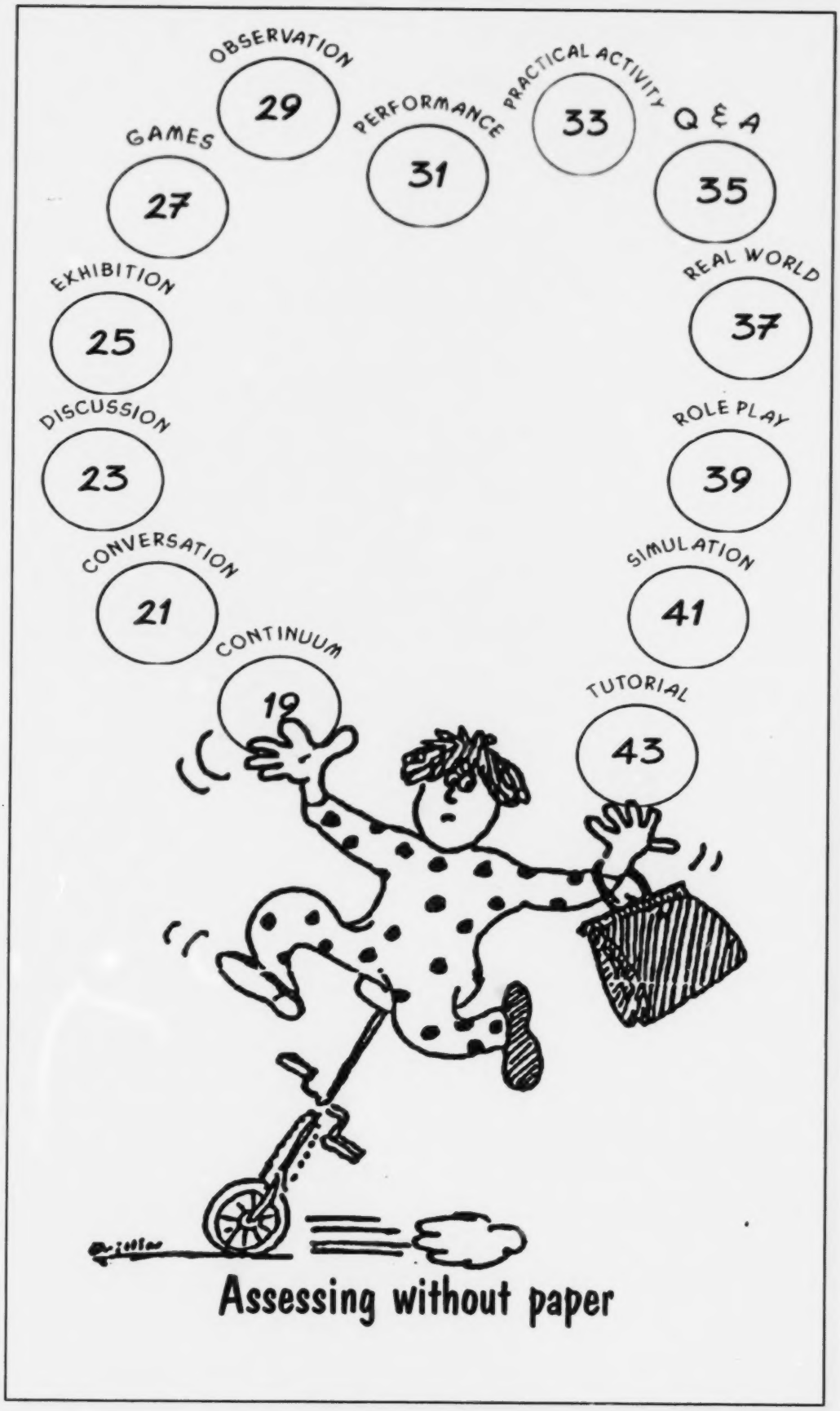
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Assessing without paper

A **Continuum** is an imaginary line across the room on which learners may place themselves. It can be adapted for paper use in questionnaires or games.

Continuum

Steps

* Set an imaginary line across the floor of the room
* Identify one corner of the room as a specific level of knowledge / skill and the other corner as a different level
* Ask learners to place themselves on the line according to level of, for example knowledge: confidence about a topic: ability to perform a task
* Explain that it is not a competitive exercise, but about a learner's self-perception
* All learners in the group should be involved at the same time. Keep it pacey - follow up with another continuum in different corners
* May be repeated at another point in time to show change
* Assess learning by observation, discussion, conversation, questions and answers. Encourage self- and peer assessment.
* Record assessment

Outcomes

* You and your learners can very quickly assess self-perceived levels of skill, personal attitude and knowledge
* If repeated at end of session, learners and tutor can assess any change that has taken place
* Physical movement around the room acts as an energiser

Suitable for

* Could be used for any subject. Less suitable for a practical subject taught one-to-one because learners are likely to be at different stages in their learning and may feel that they are being compared with each other unfairly.

More ideas

* Individual sheets with a line to mark as a paper-based assessment
* Sit around a table with a line marked diagonally across. Each learner writes a specific learning statement on a card, places it on the line then reads it aloud.
* Can take a few minutes and act as a physical energiser or take a longer time as a basis for discussion

Feedback

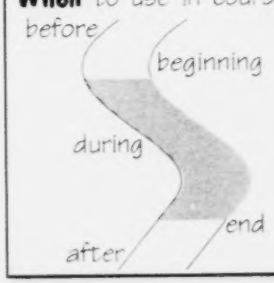
* Remember to tell learners that it is about individual's perception rather than a competitive comparison. It provides a rough description to help the tutor & the group to appreciate & respond to each other.
* Discuss the focus for the session in the light of the continuum
* You may want to remind your learners that they could have self-assessed negatively. Find out what information they need to assess themselves more accurately.

How to record

* Tutor checklists
* Notes on lesson plan
* Polaroid photography
* Record of achievement
* Individual learning plan
* Learning journal

Who assesses

When to use in course



Best used to assess a change in:

Skill (S)

Attitude (A)

Knowledge (K)

I teach adults to teach adults! At the beginning of the session on 'schemes of work', I wanted to check the level of understanding of the group so I asked the students to stand along a line across the room depending on how confident they felt about 'schemes of work'.

I was in a session with people I didn't know & we were asked to do a continuum at the end to show how confident we were about what we'd been learning. To be honest, I found it very difficult as I knew everybody else was watching and finally we all ended up bunched in the middle. After a bit of explaining & prompting from our tutor, people (including myself) felt better and spread out to give a more honest picture of how confident we felt.

I was in a swimming class & we had to stand or (if we could) tread water from shallow to deep water depending on how happy we were in deep water.

At the end of my upholstery class most weeks I ask the students to do a continuum to show how much they have learnt that session. How much each of them has learnt varies every time - if they have been continuing with a process started the previous week, they have not had to learn a new technique - and they then stand in the continuum accordingly. By using a continuum regularly, they are less inhibited and the students become more aware of the learning process.

Conversation is an informal chat or talk which takes place any time during the course when your learners share their knowledge, thoughts & feelings with you & each other. It is an opportunity for everyone to assess their learning informally.

Conversation

Steps

* Recognise that individuals have different learning styles and different thinking styles so adapt your approach to suit each learner
* Develop a rapport with your group and with individuals
* Create opportunities for conversation in pairs and small groups as well as in the whole group
* Support your learners in reflecting upon key themes of the conversation, and in identifying how they have expressed what they know or what they can do
* Encourage your learners to self assess
* Record or make a mental note of assessment

Outcomes

* Learners feel at ease and therefore find it easier to be open with you and their peers
* Develop a good atmosphere which enhances further teaching
* Practice in talking about knowledge, values and skills

Suitable for

* Any and all subjects

More ideas

* You can use the telephone, e.g. before the course starts. An informal telephone chat can help you and the learner check that the level, content etc. is suitable. It can also help to allay possible anxieties.
* Encourage your learners frequently to talk amongst themselves to help them establish what each person knows in a supportive way

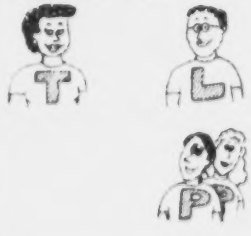
Feedback

* You can offer feedback informally as part of the conversation and still be constructive and positive

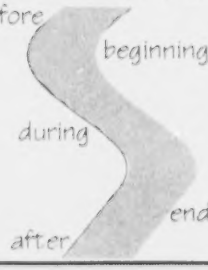
How to record

* Checklists - tutor and learner
* Learning journal
* Notes on lesson plan
* Audio tape - with permission

Who assesses



When to use in course



Best used to assess a change in:

Skill S

Attitude A

Knowledge K

I attend a yoga relaxation class. Our tutor draws attention to the differences we may feel: parts of our bodies as we relax or do postures. Periodically we share as a group the different sensations we've experienced. This discussion draws my attention to the effect of different postures & exercises - and makes it easier to recognise and repeat them.
I ran a workshop to teach people how to make & decorate papier mâché bowls. The first session involved demonstrating the technique, getting people started and giving individual help; then explaining (with backup handout) how to finish the bowls and get them ready to decorate. For the second session people brought back the finished bowls. They looked at each other's and discussed and appreciated the differences in the finished products - and talked about techniques.
I run a writers' group. Every week people read out a piece of work started in the class before and finished at home. Before reading the piece, each person says what inspired it and what they were hoping to get across to the listener. If there is anything which gave them difficulty, they invite comments from peers and tutor.

Discussion

Discussion is a planned and structured event when a subject is explored while attitudes and knowledge are shared

Steps

* Set clear objectives and time limits for discussion
* Clarify the boundaries of the topic and focus the discussion clearly
* Ensure the discussion is not dominated by a small number of learners
* Encourage quiet learners to participate by using strategies to structure the discussion e.g. rounds
* Respect the opinions of all the learners even if you don't agree with them - this could be the ground-rule for the group. However do challenge opinions.
* Summarise at the end of the discussion and thank your learners for participating
* Record any assessments

Outcomes

* Exchange of knowledge and attitudes, giving learners a chance to modify opinions
* Can enable learners to gain confidence
* Can help to clarify understanding
* Can identify area for further teaching

Suitable for

* Any and all subjects

More ideas

* Structure the discussion e.g. only the person holding an object may speak; use an egg-timer to be sure of equality of time; 'death by round' ensures that everyone speaks
* Small 'buzz' groups of 2-4 learners could be set up to discuss a topic
* These small groups can 'snowball' - a pair joins another and discusses again; the 4 join another forming an 8 etc.
* Use flip chart paper in small groups to record key points with a plenary sharing of group discussions

Feedback

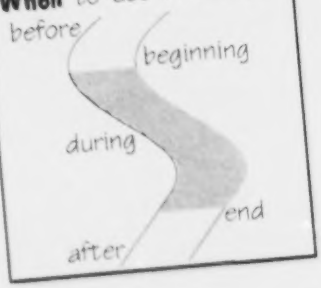
* Help to clarify any changes in attitude and knowledge you have observed during the discussion
* Summarise key points at the end to reinforce learning

How to record

* Learning journal
* Audio or video recording with commentary
* Note on lesson plan
* Summaries could be recorded on a group checklist

Who assesses

When to use in course



Best used to assess a change in:

Skill (S)

Attitude (A)

Knowledge (K)

Discussion

I used a structured 'snowball' discussion on the theories that underpin the way we teach adults so that students could assess what they knew about the various theories. It also encouraged them to talk about how they feel about these theories and how they might apply them.

We were looking at the concept of genetic engineering as part of an informal science course. The students had a week to gather any information about the topic before discussing it during the next session. The discussion was extremely stimulating. Afterwards, students said how much they had learnt by listening to others and how this helped to clarify their own ideas.

I encourage discussion about previous experience of movement and body-work. This helps to highlight the issues of safe practice and it encourages the learners to reflect on their expectations of the class.

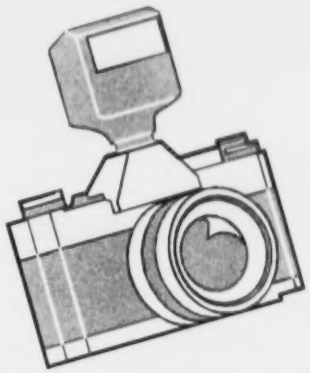
An **Exhibition** is a collection of learners' work from throughout the course which is selected for display. If feasible all learners in the group should contribute.

Steps

* The learner, you, a panel or a combination of these select the work for display
* Venue, date and publicity (including contacting the press if appropriate) need to be planned well in advance
* Assessment - it could be by discussion, learner self-assessment, peer assessment, audience response
* Record assessment

Outcomes

* Can enhance learner confidence
* Contributes to a 'feel good' factor by raising the course profile in the local community
* Can increase skill in identifying the successful features of a finished product and how these are created



Suitable for

* All art and craft where a tangible product is created
* Any subject where a photographic record of skills can be made e.g. sports & physical activity, drama, nature or science based subjects

More ideas

* A small exhibition during the course just for the learners
* A display table of finished work open to the public
* A published book of writing

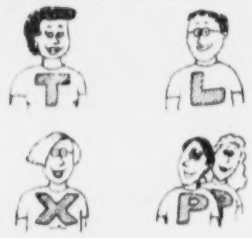
Feedback

* Offer group and individual feedback
* Feedback from external assessor needs to be handled sensitively
* Offer positive and specific feedback. Limit criticism to 1 or 2 points with clear instruction on how to improve.
* Always finish feedback with a positive comment

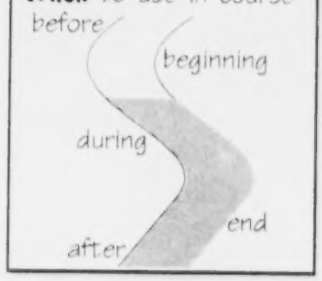
How to record

* Checklists - learner, tutor, group
* Series of photographs
* Learning journal
* Portfolio
* Record of achievement
* Video recording

Who assesses



When to use in course



Best used to assess a change in:

Skill S

Attitude A

Knowledge K

Exhibition

My advanced jewellery-making class put on a small exhibition of their work in the centre and everyone was amazed at how much they had learnt when they saw their own work on display.

I'm a student in a pottery class and when the tutor said that there would be an exhibition in the local church hall, I was a bit nervous - but we were all asked what we wanted to put in and could choose our favourite pieces. I felt a great sense of achievement & satisfaction when I saw my bowl on display - especially when friends who didn't know that I was doing pottery came and congratulated me!

At the end of term, I get my students to bring in their work from the term. We display it and discuss - and celebrate - their achievements.

Games involve groups of learners playing 'educational games' e.g. ready-made board games, mystery games or games that you have prepared

Steps

* Have clear objectives which are explained to learners
* Ensure that the game is not childish and that it is relevant
* Pilot the game with family or friends first to check the rules & the dynamics
* Decide whether the game is to be played individually or by small groups and whether it should be competitive
* Supervise carefully so that it doesn't get out of hand
* Allow sufficient time to play the game and for discussion at the end to draw out the implications and to discuss the learning that has taken place
* Watch pacing: session may be slowed up by too many or too complex games
* Assess learning by observation, discussion, conversation, questions and answers. Encourage self and peer assessment.
* Record assessment

Outcomes

* Can be energising and fun
* Helps to draw links between theory and practice e.g. French Monopoly
* Helps learners to focus on sequences of action

Suitable for

* Subjects where skill and underpinning knowledge are important e.g. assertiveness training, communication skills, languages and computer skills

More ideas

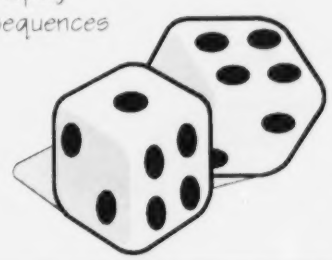
* Adapt well-known games to suit a particular subject e.g. charades in a language class
* Quick games such as quizzes or longer games which can take a whole session
* Imagination-based games are best when not competitive
* Invent games which involve matching or sequencing

Feedback

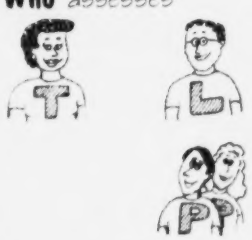
* Clarify links between game and changes in skill, knowledge and/or attitude

How to record

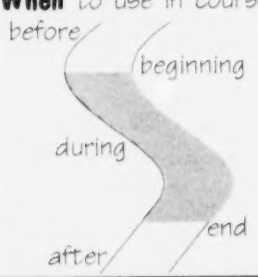
* Checklists - tutor and learner
* Learning journal
* Notes on lesson plan



Who assesses



When to use in course



Best used to assess a change in:

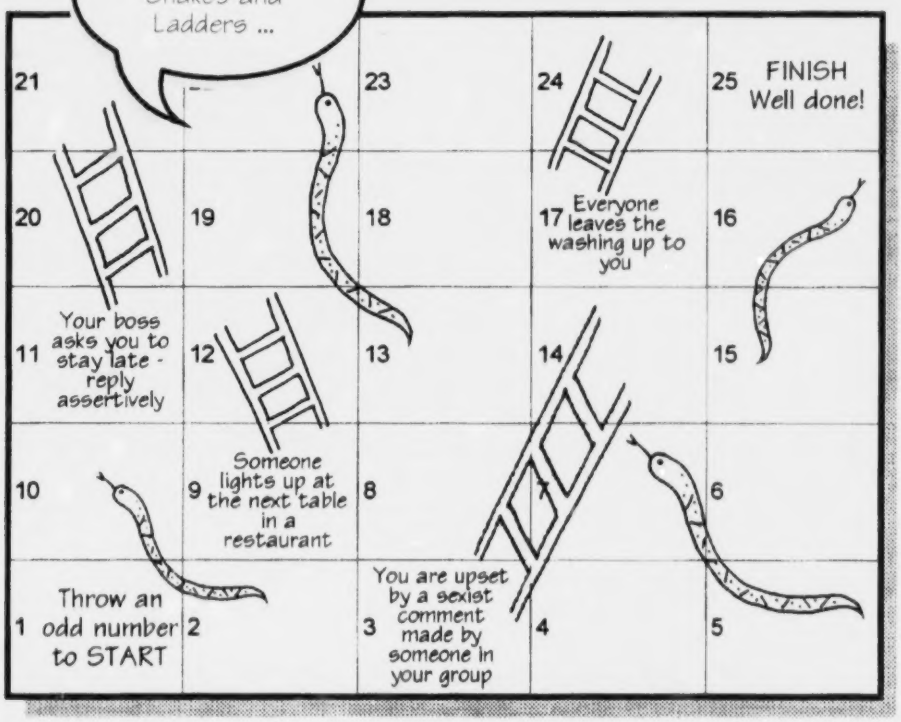
Skill S

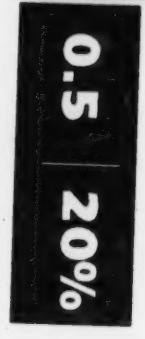
Attitude A

Knowledge K

Games

As part of a German course, we played a game at the beginning to find out how much we already knew. We played in pairs - one of us choosing an imaginary identity from a sheet provided and the other one guessing who we were. Once the mystery identity was solved, both myself, my partner & the tutor discussed how we did.





Mathematical dominoes is useful to assess students' understanding of fractions, decimals & percentages. Match the dominoes linking equivalent values e.g. ½ = 0.5 = 50%

Everyone was surprised when the first thing they did on a computer was play GAMES! 'Solitaire' (a computer version of the card game patience) is designed to increase skill in using a mouse, shows how easily anyone can control a computer - and is just plain FUN!

You will almost certainly be **observing** your learners all the time, while they are observing themselves

Observation

Steps

* Observe your learners by watching &/or listening and encourage them to observe themselves
* You can observe formally - with your learners aware of what you are doing - or informally - when you have not set out to observe with set criteria but incidentally notice change & development
* If you are observing an individual formally (i.e. concentrating on one learner and taking notes), make sure that the learner understands the reasons for the observation and what you are looking for
* You will probably be observing your learners informally most of the time and using your judgement & expertise to assess their learning as opportunities arise
* When encouraging or setting up self-observation, give clear guidelines of the aspects you want the learners to concentrate on
* You and the learners should record any assessment as soon as possible after any observation - it is very easy to forget details over a period of time

Outcomes

* Observation with feedback can be very valuable to help the learner to assess their own learning & levels of achievement
* Self-observation enables the learner to take time to assess their own learning and make decisions about the way they can develop

Suitable for

* All subjects

More ideas

* Peer observation & feedback can be very valuable when the group is supportive and the learners trust each other
* An external assessor may observe a session for an accredited course

Feedback

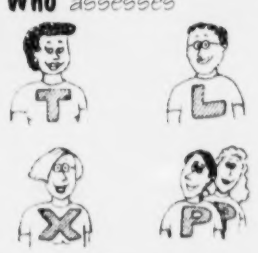
* After any observation, offer constructive feedback with positive comments on specific aspects, plus clear advice on how to do something differently if this is relevant. Finish your feedback with something positive.

How to record

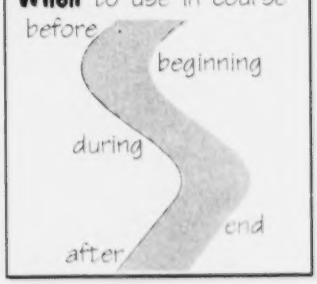
* Checklists - tutor and learner
* Learning journal
* Note on lesson plan

	Formal	Informal
Self	Tape or video (could have a written commentary) Self observation sheet	Learning log
Tutor	Checklist Tutor-observation sheet	Jotting on lesson plan

Who assesses



When to use in course



Best used to assess a change in:

Skill S

Attitude A

Knowledge K

Observation

I probe the learners' understanding with games, role play, and all sorts of exercises - some in small groups. It is important to observe eye contact & body language to assess the learners' feelings and reactions.

When my pottery students are learning, I observe how they are using techniques previously covered - and discuss other approaches to help with structural aesthetic problems. Talking through work at the planning stages also allows them to realise their level of understanding and areas that need more explaining & demonstration.

In a class with a physical product, the application of knowledge & skill is assessed at every stage by observing the product - both visually and/or kinaesthetically.

I've found that I need to know what I am looking for! I decide beforehand what evidence I want to see then work out when and how I will be looking.

A **Performance** is music or drama with an audience; or a rehearsal; or a learner demonstration within a session

Steps

* Focus for the performance is discussed and - if possible - negotiated with the learners
* Give time for preparation and practice
* Assessment could be by discussion, learner self-assessment, peer assessment, audience response
* The performance and assessment may be repeated
* Allow at least as much time for feedback as for performance
* Record assessment

Outcomes

* Enhances learner confidence
* Allows for experimentation in 'safe' environments
* If performance is 'successful' it will be a very positive experience but beware of creating a negative experience if performance is perceived as 'unsuccessful'

Suitable for

* Any practical or artistic subject which could be demonstrated; languages; sport and physical activities

More ideas

* May be a group performance or an individual performance
* Could be used in almost any skill-based subject to increase learner confidence but needs careful planning and handling
* In knowledge-based subjects it can be a way for learners to present information from assignments and projects

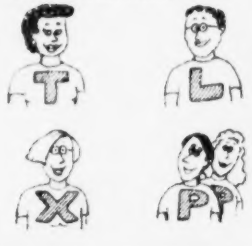
Feedback

* Offer group feedback for group performances and individual feedback for individual performances
* Feedback from external people needs to be handled sensitively
* Offer positive and specific feedback. Limit criticism to 1 or 2 points with clear instruction on how to improve.
* Avoid starting criticism with 'but'
* Always finish feedback with a positive comment and encourage your learner to focus on what went well

How to record

* Checklists - tutor, learner, group - from notes taken during performance
* Audio / video recording
* Learning journal
* Record of achievement

Who assesses



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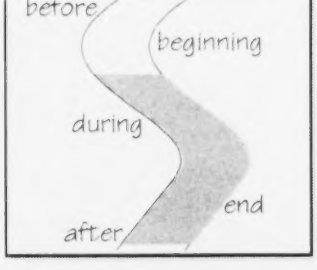


Best used to assess a change in:

Skill S

Attitude A

Knowledge K

Performance

In my cookery class, when a student has experience of a particular technique, I get him or her to demonstrate to the other students. This helps to encourage their confidence and allows me to check that the students have learnt the skill - and can transfer them from one dish to another.

When I was a student on 7307 Stage 1 for adult tutors, I did a 'microteach' - a 10 minute presentation to demonstrate my teaching skills to the rest of the group. It was terrifying - but after doing it and writing up an evaluation, it is the part of the course which I can remember most vividly. I also think it was the part of the course I learnt the most from.

The Renaissance Dance students at Burford gave a performance at the school fête after their first term. They are now in considerable demand for performances over three counties!

Practical Activity involves learners practising a skill after visual, aural or written instructions - with further guidance as necessary

Steps

* Give clear advice, guidelines or instructions, verbally, visually and/or by demonstration
* Plan sufficient time for learners to practise activity / skill
* Ensure that the environment is safe and appropriate for the task
* Allocate time fairly amongst the learners
* Allow learners to experiment where appropriate
* Check on learners' underpinning knowledge
* Assess learning by observation, discussion, conversation, questions and answers. Encourage self and peer assessment.
* Record assessment

Outcomes

* Learners will be able to perform the activity more skilfully
* Increases level of enjoyment and achievement
* 'Feel good' factor - when the activity is successful!

Suitable for

* Any skill-based subject e.g. art and craft, sports, languages, bookkeeping, accounting, science for women

More ideas

* As well as individuals, you could use with groups (e.g. a team sport) or with pairs (e.g. to practise languages)

Feedback

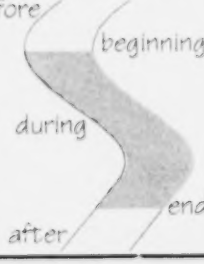
* Give clear constructive feedback with plenty of encouragement
* If your learner is not performing the task correctly, be very clear about the consequences of continuing. Explain WHY it is not correct and HOW to perform correctly.
* Where your learner is doing well be generous with your praise
* While avoiding competition, do use learners' work as a resource to show good practice

How to record

* Checklists - tutor and learner
* Learning journal
* Video recording with commentary

Who assesses

When to use in course



Best used to assess a change in:

Skill S

Attitude A

Knowledge K

Practical Activity

Practical Activity

This exercise was used [in a very specific set up] to assess lip-reading of vowels which can sound similar. The students work in pairs, each with a copy of these sentences:

1 air / 2 ear They shared / sheared the sheep
1 e / 2 air We fed / fared well
1 e / 2 ear His bed / beard was very large
1 air / 2 ee / 3 ear I don't like bears / bees / beer(s)

The first person reads a sentence without voice, using one of the two alternative words. The partner says which they think it was and the first person confirms. This is usually done by using "first word" or "second word" to avoid confusion between two people, neither of whom can hear easily. They take it in turns to do all the sentences.

To assess prior knowledge of motor car mechanics, the tutor gave each student a sheet of labels with names of parts of the car written on them. The students were asked to stick the labels on the right part of a real car.

Jayne said "Can I draw an outline in pencil first?" This showed me she had not yet grasped the point of the task. I asked her to give it a try just using charcoal, to put in the dark side things first - and to see from that whether the light side appears by itself. (I gave her some encouragement and showed her examples of what I meant from book illustrations which I was already circulating.) Jayne then said she had the idea. We looked at work at the end and encouraged mutual appraisal by students.

I watched a student in my upholstery class working on a sofa frame; I demonstrated the use of the webbing stretcher & then observed her using it. Having watched her using the tool upside down, I corrected her and observed her getting it right.

I teach line dancing to a mixed group aged from about 19-75. I check to see whether people are learning by observing them. I demonstrate a step then ask the class to walk it through. I watch them and - if necessary - repeat the demo, drawing attention to particular points.

Questions and Answers can provide an opportunity for all your learners to respond mentally and thus assess their own learning

Steps

* Decide on the type of question -
  closed: requiring brief specific answers, useful for drawing out facts e.g. "What is the capital of France?"
  open: requiring more extended answers, useful for encouraging discussion e.g. "What attracted you to this course?"
* Formulate and deliver question clearly
* Allow time. Be prepared to repeat the question at least twice with the same words & tone while people think.
* Use encouraging body language & tone
* Support a learner who finds it difficult to answer by rephrasing the question or giving more information
* Say if the answer is incorrect or you don't understand what the learner is trying to say
* Either include all learners or invite a specific learner to answer
* Be aware of the 'guess what's going on in my head' effect of asking an unclear question
* Beware of 'picking on' a particular learner
* Listen carefully to answers and further questions - the judgements you and your learners make is the assessment
* You and the learner record assessment

Outcomes

* Enables you and the learner to assess and check learning
* Stimulates interest and motivation
* Develops thinking processes
* Encourages learners to share thoughts, attitudes and knowledge

Suitable for

* Any and all subjects

More ideas

* Formally as a verbal 'test' or fun as a quiz
* Encourage your learners to ask each other questions - in pairs, in groups or in the whole class
* The tutor asking questions all the time can reinforce feelings of inequality - encourage your learners to likewise ask questions of you the tutor. Then check with them how your answers differed from their expectations.

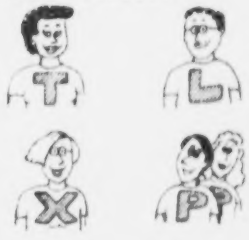
Feedback

* Feedback is immediate in the answer to the question or in the response to the answer
* Be very clear about the reasons when the answer is incorrect
* Encourage independent thought by posing more questions

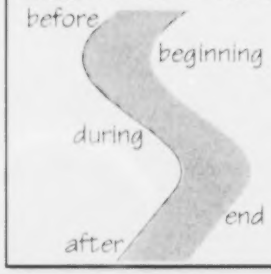
How to record

* Checklists - tutor and learner
* Learning journal
* Note on lesson plan

Who assesses



When to use in course



Best used to assess a change in:

Skill S

Attitude A

Knowledge K

Questions & Answers

Questions & Answers

The classes I teach are of a practical nature and I try not to conduct them in a 'school' fashion as part of their function is recreation. I ask questions to find out how much information has been absorbed while I observe each person work.

Many people don't like being put on the spot with direct questions - you know, all those questions beginning with 'wh'. So in my countryside management course I try and find as many indirect ways of asking as possible - "Tell me about..." "How come..." "It's interesting that..." "I wonder if..." "What would someone who hadn't been on a course suggest about..." "What's different about what you think now?"

I ask my students whether they like the taste of the dish they have made and get them to analyse the differences between theirs and the other dishes produced by the other students. This way they can tell how much flavouring to put in next time to get the results they want.

I encourage my students to ask themselves questions and try to find out the answers for themselves.

Using the **Real World** involves the learner collecting information or using their learning outside the classroom sessions

Steps

* Ensure that the purpose is clear to the learners
* Either learners work independently outside the session or the class works together in some way e.g. on trip
* Careful & detailed planning is essential e.g. you may need to make a preliminary visit and prepare clear instructions
* Any financial aspects need to be arranged including concessions or insurance if appropriate
* Negotiate whether a trip is open to friends and partners
* Establish ground-rules e.g. what is the procedure if a learner is late for the transport
* Decide in advance whether one large or several small groups would be most effective
* Allow plenty of time for discussion, reflection and analysis afterwards and in later sessions
* Assess learning by discussion, conversation questions and answers. Encourage self and peer assessment.
* Record assessment

Outcomes

* Enhances motivation and interest
* An opportunity to gain first-hand experience
* Develops discussions with peer group
* Real life application is involved which can be the ultimate check on learning

Suitable for

* Art related subjects (art galleries and museums): geography / geology (fieldtrips): drama (plays): sport (matches): languages (cultural events and visits to countries or institutions): counselling skills (visit advice agencies)

More ideas

* Individual learners visit a venue and bring information back to the group
* May be residential
* Can be part of an assignment or project

Feedback

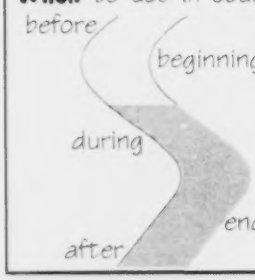
* Best suited to self-assessment so encourage the learners to record their own assessment in learning journals before and after discussion with tutor and / or peers

How to record

* Learning journal
* Photographs
* Notes on lesson plan
* Checklists
* Video, audio recording

Who assesses

When to use in course



Best used to assess a change in:

Skill S

Attitude A

Knowledge K

Learners in a counselling skills class are asked to collect all the information they can find about various agencies in their local area that provide information, advice, support, counselling and similar help. This sort of information goes out of date very fast so it is genuinely practical when learners need to refer people. They are then asked to visit one agency and to make a genuine phone enquiry to another agency. This is to give people the experience of what it's actually like to make contact - and in the class session we discuss all these experiences plus the barriers and helpfulness that people referred may encounter so they can identify for themselves the key communication skills needed - and to what standard.

The art group got together and used the community education minibus to visit the Royal Academy and the National Portrait Gallery. This was towards the end of the course. Our tutor came with us. By then, we knew a lot more about the historical context and the techniques used. The tutor used a lot of questions and answers rather than lecturing us as we went round. There is something about seeing the picture for real - no reproductions (not even slides) can show the full spirit of the work. We were encouraged to record our observations particularly about features and paint techniques we had discussed and experimented with during the programme. At the next session we had a discussion to establish what we had learnt from this.

From our Italian class, we were encouraged to get together in small groups to plan how to make a telephone call to a person in Rome. Then one of us made the call from the CE office - with the others there for moral support. We had to take information back to the whole class. The tutor had organised it all beforehand with various family and friends in Rome so that each of our small groups found out some particular information. When we put it all together as a class, we had an itinerary for a particular week in Rome! In the end, one of the students actually took her family for the week!! It gave us all a real indication of just how much we'd learnt.

Students in language classes are encouraged to listen to a particular radio programme / European TV programme during the week and listen for the gist. Discussion at the next session allows the students to discover how their skills are developing.

Role Play is when learners are given a situation and take on specific characters and may or may not have a script. Its purpose is to practise skills and to explore each other's attitudes.

Steps

* It is important to be well prepared with resources. Allow more time to prepare and debrief learners than for the role play itself.
* Explain carefully to learners what role play involves and why you are using it
* Do not pressure learners to take part if they don't want to
* Set the scenario for the role play
* There either is a script or learners improvise, responding to each other and the situation spontaneously from the perspective of their 'character'
* After the scenario is played through, ask each to very briefly describe their own feelings & thoughts 'in character'
* Then de-role participants thoroughly afterwards e.g. they could repeat their own name and tell everyone how they differ from their 'character'
* Stimulate discussion and feedback with clear impersonal questions
* One or more learners could be observers. After de-roling, their feedback is from a different standpoint.
* Assess learning by observation, discussion, conversation, questions and answers. Encourage self and peer assessment.
* Record assessment

Outcomes

* Encourages participation & can be fun
* Provides insight into attitudes and feelings of others
* Learners can feel what it is like to be in different situations
* Useful to practise a different skill e.g. saying "no"

Suitable for

* Skill-based subjects where the values and attitudes underpinning the skills are important e.g. assertiveness training, counselling, return to learn, languages, work place related learning

More ideas

* Sessions could be videoed or audio taped with the agreement of the learners

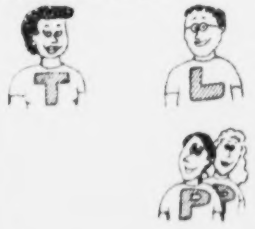
Feedback

* Encourage learners to discuss with you and each other their feelings and any changes in attitude, level of understanding or skill
* Offer positive and specific feedback about the learning individuals have gained from their own and each other's roles
* Avoid comments on how well the learners have 'performed' - acting is not the purpose!

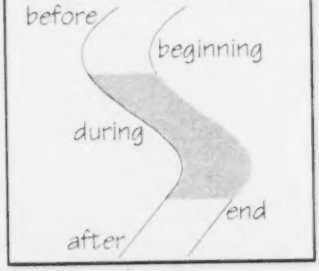
How to record

* Audio / video recording
* Checklists compiled from notes taken during role play
* Notes on lesson plan
* Learning journal

Who assesses



When to use in course



Best used to assess a change in:

Skill S

Attitude A

Knowledge K

Role Play

I was working with a group of students looking at how confident they were about talking to their doctor. We used students to play the roles of both doctor and patient then asked the rest of the group to stop the role play and step in if they felt one or other of the people was being unassertive. It was really useful and all the students had a chance to play both roles - and so to experience the situation from both sides. Afterwards the students jotted in their learning journals the three most useful strategies for their own visits to the doctor.

In a French class, the students worked in pairs, sitting back to back and took the roles of a railway booking clerk & a customer. They conducted a telephone conversation about making a train reservation. All the students had real timetables to use. Each taped this to take away and identify what will be their most important learning focus for next half of term.

Jo attended an assertiveness workshop and she wanted to be able to say "No". In one exercise, she played herself while the rest of the group role played a situation she couldn't face i.e. being given the job of driving the Community Bus once a week - something she didn't want to do. She was only allowed to say "no" while her persuasive colleagues insisted how good she would be in the job. In playing this scenario, she was able to assess the feelings, conflicts and behaviour which were thrown up. As a result of the simulation, Jo was able to decide what she really wants to do & - with the help of the group - she set herself a goal that she felt was achievable. She also identified ways to increase her chance of being able to say "no". (P.S. After the course, Jo sent a postcard saying that she is <u>not</u> driving the community bus!)

Simulation involves learners participating in a simulation of a real situation. It differs from role play in that the learners participate as themselves - they do not take on the role of 'characters'.

Steps

* Allow yourself time for preparation including collecting resources
* Set the scene carefully for learners and agree to ground rules including time limits
* Supervise simulation and support learners where necessary
* Allow more time for debriefing and discussion than for the simulation itself
* Structure the debriefing to elicit the major learning points. Ensure that all learners are involved and focus on themselves.
* Assess learning by observation, discussion, conversation, questions and answers. Encourage self and peer assessment.
* Record assessment

Outcomes

* Offers insight into their own and other people's perceptions and ideas
* Has the potential to initiate reappraisal of values, attitudes and skills
* Encouraging and can be great fun

Suitable for

* Most skill and problem solving based subjects such as return to work, languages, secretarial skills, assertiveness training and information technology

More ideas

* New information can be given to learners at different times during the simulation
* There are simulation computer programmes available - such as 'Independent Living'

Feedback

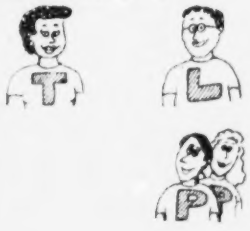
*Each learner's personality shines through simulation. Be very careful that feedback focuses more on specific behaviours than on the personality. However consider, for example, that someone who is not a socialiser isn't going to be chatty in another language!

* Allow learners to discuss (with you and each other) their feelings and any changes in attitude, levels of knowledge or skill
* Offer positive and specific feedback about learners' responses to the simulation

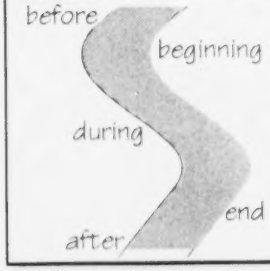
How to record

* Checklists - tutor and learner
* Audio / video recording
* Learning journal
* Notes on lesson plan

Who assesses



When to use in course



Best used to assess a change in:

Skill (S)

Attitude (A)

Knowledge (K)

Simulation

One of the modules students can opt for in my Next Step course is interview techniques. For this students work in groups of 3 - with an interviewer, interviewee & observer. The students discuss in advance the sort of questions to use - it is intended to be a supportive interview. The interviewer is role playing but the interviewees are themselves. Each person has a turn at each role while I circulate, observing the 'interviews'. There is a feedback session within the threes after each person has had a turn then there is whole group feedback with specific questions, e.g. How did it feel? What help do you want on techniques? (There is an input on interview technique before the practice.) The students then used their experience of this exercise as the basis for the assignment - which they peer-marked, by the way.

As a tutor, I use the computer simulation of entering the job market because it is so realistic. You can use real-life events like going to a jobcentre, getting a giro - and managing a life with shopping, interviews and going out within a budget. It's 'interactive' - so what you tell the computer changes the situation. This means that it's a unique series of events for each learner in my class. And the computer provides built-in feedback through its options. I can then build on this when I give tutorials.

I put my learners in pairs or small groups and suggest unstructured simulation to encourage them to practise vocabulary and expression - for example "the conversation between yourself and the waiter when you order breakfast". I then ask them to verbally rate themselves and then each other in the customer role. From this I can elicit their individual needs and expectations.

A **Tutorial** is a discussion between the tutor and an individual learner or small group to assess learning and to plan progression

Tutorial

Steps

* Set the scene so that it is a meeting between equal adults
* Ensure the environment is comfortable and as free from interruptions as possible
* Listen carefully to learner reflections and respond supportively
* Help learner to check understanding and spot any difficulties
* Be prepared to spend part of the time coaching
* Help learner to plan next step
* You and the learner record assessment

Outcomes

* Gives the learner an opportunity for personal discussion and feedback
* Helps the learner to assess their own learning
* Provides personal support and guidance

Suitable for

* Any and all subjects - if time allows

More ideas

* If time taken does not allow for a formal tutorial, informal chats or talks can provide similar scaled down outcomes
* At beginning of a course this could take the form of a pre-course interview, assessing prior knowledge and skills
* Small group tutorial

Feedback

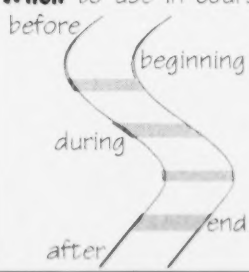
* Allow learner to give themselves feedback first
* Offer positive and specific feedback. Limit criticism to 1 or 2 points with clear instruction on how to improve.
* Always finish feedback with a positive comment

How to record

* Checklists - tutor and learner
* Tutor's written report
* Learning journal

Who assesses

When to use in course



Best used to assess a change in:

Skill (S)

Attitude (A)

Knowledge (K)

After describing to the yoga group as a whole the health issues they should let me know about, I invite students to talk to me on a one-to-one basis (if they prefer). They can also bring up any other concerns they may have. As I talk to the students individually I can confirm whether the class is suitable or appropriate for them and what precautions they should take with the class.

I was working with a group of return to learn students who wanted to look at maths as part of the course. They were very unconfident of their own abilities in this area. Looking at simple maths problems in a small group tutorial helped them feel more relaxed and allowed us to assess together where they were - and what they needed to do next.

A student of mine in a French conversation class was very reluctant to speak in the whole group of about 20 students. I offered her a tutorial and discovered that she was far more proficient than either she or myself had realised.

On the course for adult education tutors, we structure in a half hour tutorial about four-fifths of the way through the course. We often find this ideal for discussing progress in detail and it consolidates learning. It would be much less useful if it was earlier in the course.

Assessing Using Paper

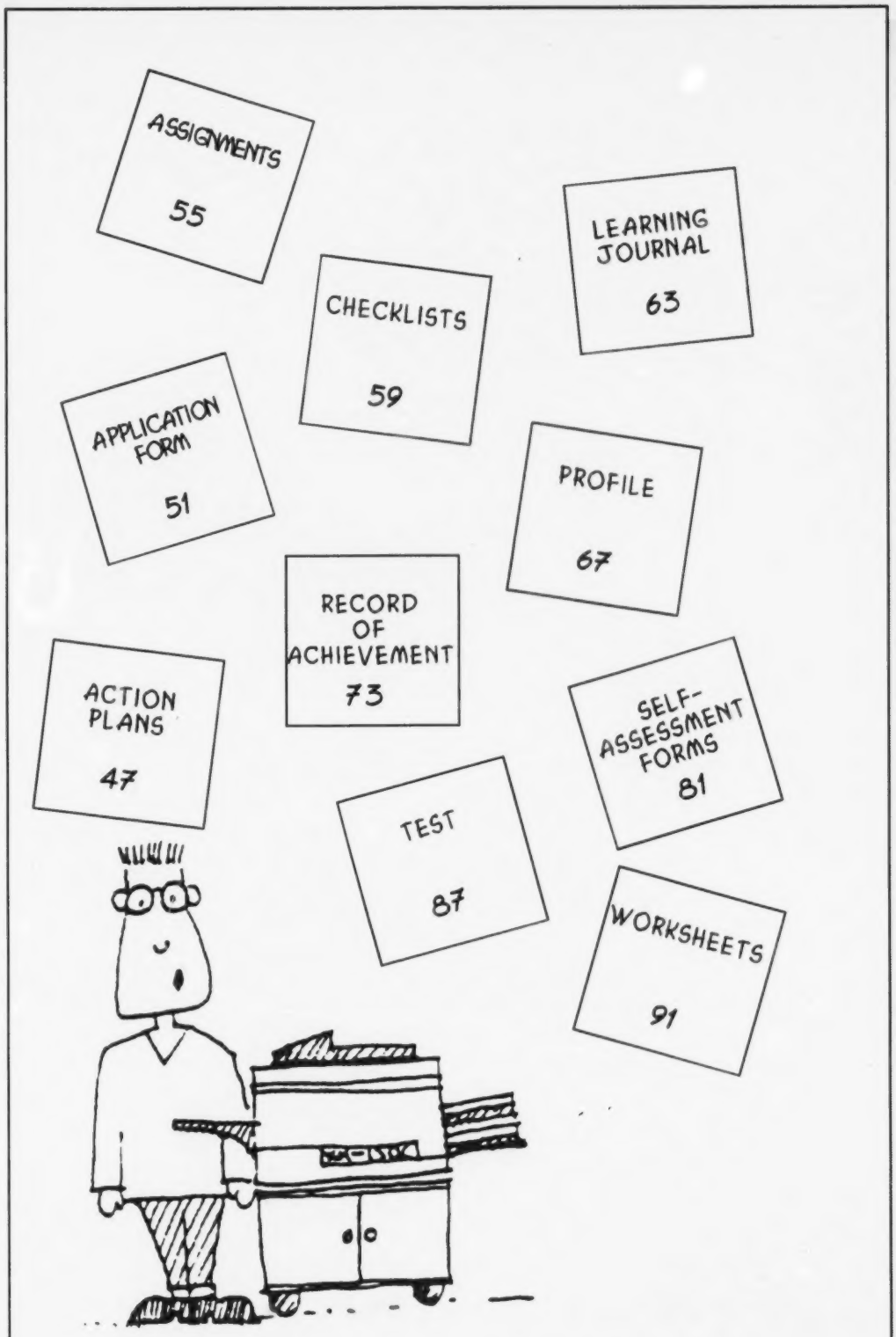
Paper based assessment is assessment of learning based on activities which involve the learner putting things on paper

The following pages will give you ideas about different paper-based activities and how to use them for assessment

After the description of each activity there are examples for you to use and adapt.
These are all genuine examples - and therefore may provide you with ideas about how they can be improved upon in your context.

There are helpful hints on how to develop your own forms and checklists.

FOR MORE INFORMATION ABOUT:
FEEDBACK SEE PAGE 10
WHO ASSESSES SEE PAGE 8
WHEN TO ASSESS SEE PAGE 6
KEEPING RECORDS SEE PAGE 12



Paper based assessment

Action Plans

Learners use **Action Plans** to plan their own future progress from their current level of learning

Steps

* Either use blank sheet or pre-designed form - which could include graphics
* Encourage learners to use **SMART** targeting i.e. to be
  Specific: to identify something which is
  Measurable,
  Achievable and
  Relevant to their needs and the planned learning outcomes
  Time-scaled with a date fixed to achieve the plan.
* Ask learners to write plans and then to state aloud to the group - this increases likelihood of success enormously
* Record assessment

Outcomes

* Learners become involved in their own learning and progression and develop a sense of ownership
* Enables you and the learner to breakdown the course and tasks into achievable chunks if you do this at the beginning
* Clarifies vision and direction if near the end - and identifies any adult guidance needs

Suitable for

* Every subject

More ideas

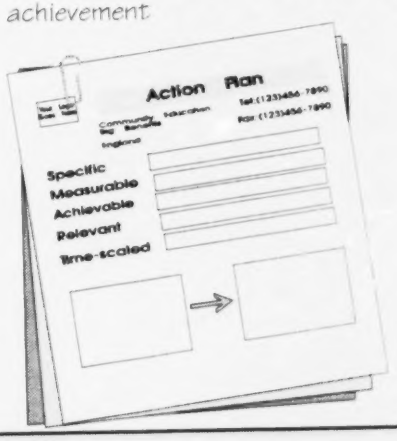
* Could use in small groups to develop practical ideas for the group as a whole

Feedback

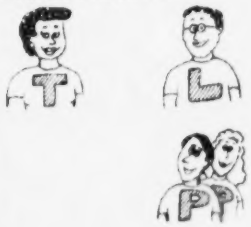
* Offer positive feedback about realistic and achievable plans. Ask questions to encourage the learner to think carefully about complex or unrealistic plans which could prove problematic

How to record

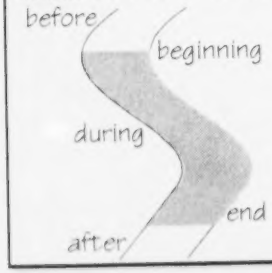
* When the learner has achieved the outcomes on the plan, the information could be transferred to a record of achievement



Who assesses



When to use in course



Best used to assess a change in:

Skill S
Attitude A
Knowledge K

BEST COPY AVAILABLE

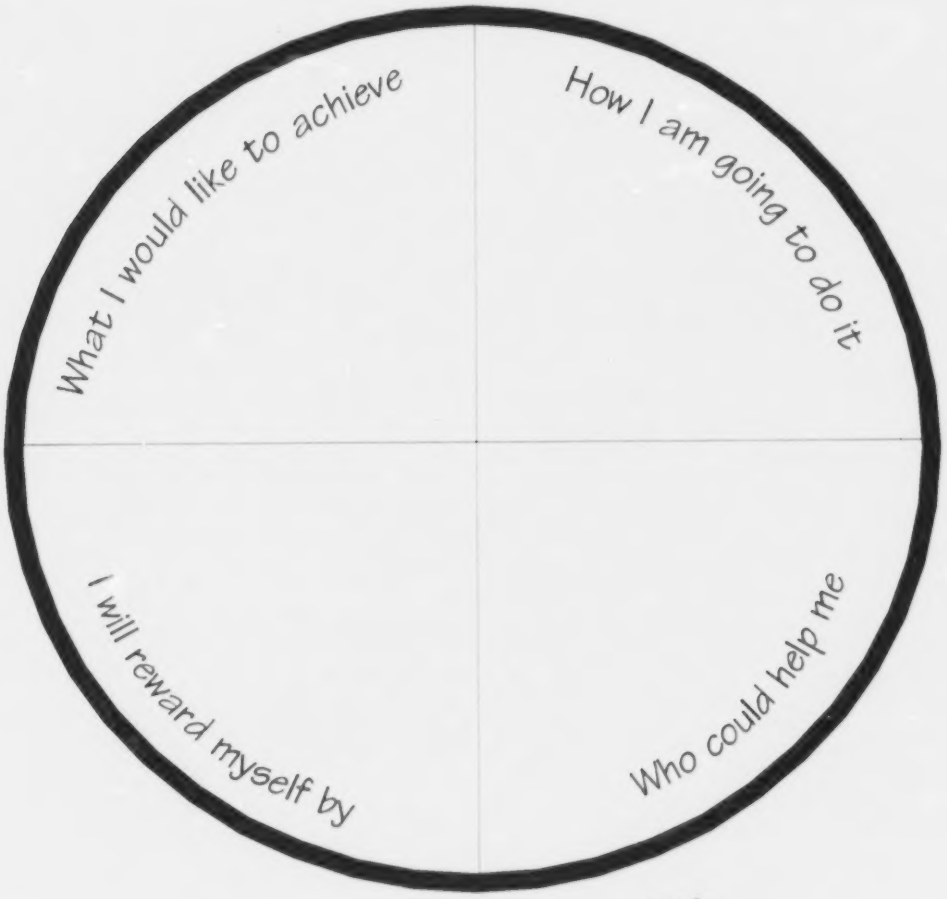
SMART OBJECTIVES

S	HOW CAN I MAKE SURE THAT THE OBJECTIVES ARE CLEAR ?	
M	HOW WILL I KNOW WHEN EACH OBJECTIVE HAS BEEN ACHIEVED ? HOW WILL THE STUDENTS KNOW ? HOW DO THE ASSESSMENT CRITERIA MATCH THE OBJECTIVES	
A	WHAT DO I HAVE TO DO TO MAKE EACH OBJECTIVE ACHIEVABLE ? WHAT TEACHING & LEARNING ACTIVITIES WILL I CHOOSE FOR EACH OBJECTIVE ?	
R	HOW ARE THE OBJECTIVES RELEVANT TO AND RELATED TO THE SCHEME OF WORK AND THE SYLLABUS ?	
T	HOW DO I JUDGE MY CHOSEN OBJECTIVES ARE AT THE MOST APPROPRIATE TIME IN THE PROGRAMME ? HOW MUCH TIME IS THERE IN THE SESSION TO ACHIEVE EACH OBJECTIVE ?	

MAKE IT - **S** SPECIFIC **M** MEASURABLE **A** ACHIEVABLE **R** RELEVANT **T** TIME LIMITED

Making Changes

Fill in the wheel below to make your own action plan for an assertive future



PERSONAL LEARNING CONTRACT

Name ..... Date .....

LEARNING is a **CHANGE** in either **attitudes**
and/or **knowledge**
and/or **skills**

What do I want to **change** by participating in this learning programme? What are my goals?

Be specific. List a maximum of 3 items. Use language a 7 year-old can understand - more complex language is an indicator of unrealistic goals, suggests Eric Berne (1972).

What steps do I need to take to achieve these changes?

Q. How do you eat an elephant?

A. One step at a time!! Ensure that your change goals are realistic & manageable, and you can see how you might achieve them.

How will I know I've achieved my learning goals? How will others know?

Remember, you can assess your own behaviour (performance), thinking and feelings - but others can only assess your performance. What criteria will be used to assess your learning?

How might you stop yourself achieving your learning goals?

Some ways people often sabotage themselves - not listening; not creating time; being late; considering themselves to be stupid; believing they know it already; having vague or unrealistic goals .....

How will you celebrate your success in achieving your goals?

Research shows successful people can imagine how they will feel, what they will be thinking and how they will be behaving when they have achieved their goals - and how they will reward themselves.

Application Form

An **Application** or **Interview Form** details personal factual information e.g. qualifications, experience, employment etc. It can also provide opportunity for more qualitative information: descriptions, aspirations etc.

Steps

* Include questions about needs and expectations of learner
* Include a mixture of
  closed questions requiring brief specific answers - useful for drawing out facts
  open questions requiring more extensive answers - useful for drawing out values and attitudes. Also encourages thought and later discussion.
* Assess information and if necessary discuss with learner the suitability of your course and, with the help of your centre organiser, other options available
* Keep forms and any notes as a record

Outcomes

* Provides necessary information to allow you to assess prior learning
* Allows time for you to consider thoughtfully before giving feedback

Suitable for

* All subjects

More ideas

* Forms, such as questionnaires, can be used throughout the course to obtain information from your learners. This can help you to assess any changes in skill, attitude and level of knowledge.
  Some programs have a mid-course form plus tutorial interviews which determine whether the learner carries on. For example some volunteer training uses this method when finding a suitable placement for the learner.

Feedback

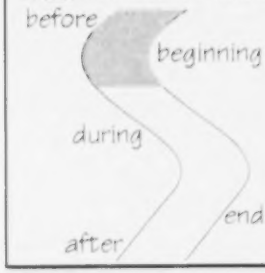
* If the information given shows that the course would not suit the learner, give clear reasons and suggest other options

How to record

* Information could be transferred to a profile
* Tutor notes from interview

Who assesses

When to use in course



Best used to assess a change in:

Skill (S)

Attitude (A)

Knowledge (K)

BEST COPY AVAILABLE

IMPORTANT : Please return to: Patricia Conlon (Course Tutor)

Name:

Address:

Tel no:

Questions:

1. Do you have a home computer? **YES / NO**
2. What made you decide to enrol on the course (e.g. pleasure, new interest, work, job searching etc.) _____

   _____
3. Have you any previous Word Processing experience **YES / NO**

   If **YES** please indicate below

   i) programme(s) you have been using: _____

   ii) would you consider yourself to be

   ❒ beginner ❒ intermediate ❒ advanced user?
4. What do you expect from this course?

   Improve WP5.1 skills ❒ Support in special areas using WP5.1 ❒

   To learn a new word processing programme ❒ Part of Business Skills course etc. ❒

   Company training for WP5.1 ❒ Other (please specify) _____

   _____
5. Using the enclosed WP5.1 Lesson Information Sheet - please indicate [✓] below which Steps and unit(s) are of most interest to you

Step 1

❒ Typing, insetting and deleting text

❒ Saving a new document to Hard Disk

❒ Centre, Embolden, Flush Right, Indent

❒ Exiting a document

❒ Reveal Codes

Step 2

❒ Using the Block Feature - move, copy and delete text

❒ Undelete

❒ Formatting Text and Documents

❒ Line Spacing

❒ Produce a small document

❒ Spell Check and Thesaurus

Step 3

❒ Tables - create a seating plan / or similar

❒ Date Coding

❒ Create a final document showing use of some of the WP5.1 office tools

PLEASE INDICATE on the reverse of this sheet any specific techniques using WP5.1 (*not included in the above* 'Steps') which you feel might also be useful to you.

Experience of training related to adults (if any)

What 3 things do you wish to gain from this programme?

What do you identify as your major strength as a tutor of adults?

Please return by 22 January
to: 'Hands On'
Professional, Personal and Organisational
Development Service
Cricket Road Centre
Oxford OX4 3DW
Tel 01865 772198

FOR TUTORS OF PRACTICAL SKILLS TO ADULTS

Saturday 11th February 9.30am - 4.30pm
Saturday 18th February 9.30am - 1.00pm
Saturday 11th March 9.30am - 1.00pm
Saturday 25th March 9.30am - 1.00pm
Saturday 1st April 9.30am - 1.00pm
Saturday 29th April 9.30am - 4.30pm

OXFORDSHIRE COUNTY COUNCIL
Community Education
LEARNING FOR LIFE

Who is this programme for?
Tutors who are currently working n Community and Adult Education in Oxfordshire, LEA and voluntary organisations and are teaching practical skills and crafts for example:
art and design cookery music word-processing
basket making upholstery gardening ceramics
Please telephone us if you need to know more

What is this programme about?
The purpose is to further your confidence and skills as effective tutors and establish a forum to explore issues relating to the teaching of practical skills to adults. The programme uses a range of methods and activities for use in your own teaching, and develops your contribution. As a result, you will be able to respond to learners' needs with a wider range of approaches and resources.

What does it involve? Attending at least 80% of course dates. It is essential to attend sessions 1 and 2. Dates are on the front of this leaflet. Please bring lunch for session 1 and session 6.
In addition you will be involved in preparing and delivering a session within the course, written self-observation and profile, and observation of your teaching adults your subject. The programme is currently submitted for Open College Network credits at Level 3 & 4.

Who are the trainers?
Jan Donley and Rahima Kenner are both practitioners and qualified tutors of practical skills. They are experienced in working with Community Education LEA and voluntary sectors.

HANDS ON

Application form

Name

Name I like to be called

Tel no:

Name and Address of your Community Education Organiser

Teaching Subject(s)

Assignments / Projects

Assignments and **Projects** are specific tasks involving private study and research for individuals or groups. With a group assignment considerable co-operation will be part of the learning process.

Steps

* Topic of assignment is given, negotiated or created by learner
* Detail assessment criteria before the learners undertake the work
* Provide the learner with on-going help and guidance if required
* Give your learners guidance for their own assessment
* Assess the work with reference to the assessment criteria
* Record assessment

Outcomes

* Learners feel motivated when the assignment matches their interests
* The initiative is with the learner
* A real sense of achievement on completion
* Topics can make a real contribution to the local community or subject specialist resources
* Can provide practice for tests or exams

Suitable for

* Any knowledge-based subject from archaeology to zoology!
* Skill-based subjects such as counselling skills, teaching skills
* Attitude-orientated subjects such as equal opportunities and stress management

More ideas

* The topic can be 'presented' to the peer group towards the end of the course
* Local press may be interested in summary for a relevant article

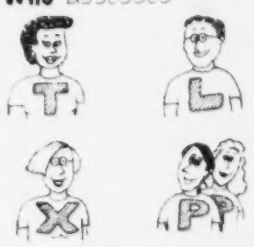
Feedback

* Offer on-going feedback when required
* Written or verbal feedback

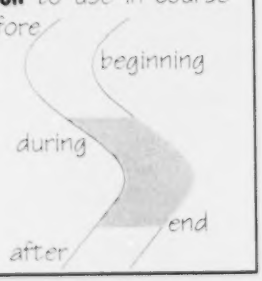
How to record

* Portfolio
* Checklist
* Record of achievement

Who assesses



When to use in course



Best used to assess a change in:

Skill S

Attitude A

Knowledge K

ASSESSMENT MATTERS: Oxfordshire County Council and NIACE

Counselling Skills Assignment

Write up a case study of a relationship you have developed with a (young) person (or user) over a period of time. Include at least 5 different (and dated) recordings of conversations between you and the person (a transcription should be included if a tape recording is used) ensuring that overall you have shown how you:

began the conversation

deepened the conversation

assertively challenged behaviour and / or attitudes and beliefs

used empathy

encouraged the person to identify their own needs and strengths

helped the person identify what is next for them

(Each recording is likely to show several of the above. Please make sure you have clearly identified where the assessor may look for these different aspects.)

Add to the case study information about how you gained support in this particular relationship. Specify any supervision you received - plus your thoughts and feelings about it and any actions you then took. Include a spidergram to show where you obtain support and supervision.

Add a statement about the confidentiality issues that arose for you during this relationship. Also how you maintained your personal boundaries.

A key trainer observation sheet re your Counselling Skills (this is the same as the self-observation sheet) plus any other peer, supervisor or self-observation you may collect. Add your personal commentary of your own view of your strengths and counselling skills to be developed.

(If you are doing QuYPTO you will notice that this assignment will support you in producing some evidence toward Building Relationship competences.)

Half-Term Assignment

So far this term we have concentrated on the still life using observational drawing and painting to express **light**, **tone**, **form** and **colour**. Whilst the results of this activity have been good, my aim is to encourage you all to draw on as may visual experiences as possible, so that you can extend your visual vocabulary, and thereby gain in confidence to tackle any subject.
Finding out about the materials that we as artists use, and working with them, is the only way you learn how to make your own choice as to the processes and techniques that you find work best for you.

Drawing

Sketchbooks

I have shown you how I use a sketchbook to note down ideas or make preliminary drawings or watercolour sketches, and you too will find that a sketchbook has a very useful place in helping you with your artwork.
It does not have to be an expensive artist's sketchbook. It is possible to make your own using a variety of papers.

The Story So Far

We started the course by looking at the various approaches to drawing a subject, and by using the gallery session at the end of the lessons we were able to see that the responses were remarkably varied. Some students have practised drawing by looking at other artists, their home or pet animal. Some students have sketched - as I do - whilst watching the television. I would suggest that the students who have made time out of classes to experiment with drawing in different ways, have gained more from lessons, as their confidence has grown with practice.

When Drawing Use:

Line to describe **Shape** using different thickness and direction of line to describe **Form**

Tone to show **light and shade**, emphasise contrasting forms and to show solidity.

Mark making to show **texture and surface**, and to symbolise or express feeling.

Use all three, and your drawings will be exciting to look at, and show a maturity of expression.

Remember to select your composition, establish your place in the picture and find visual equivalents for the things that you see in front of you.

Watercolour

Using the principle that everyone responds differently to using paint and colour, we have followed a similar journey into experiencing the uses of watercolour, as we did with drawing. Some students found that their drawing experience helped them to make decisions about painting, others found working with a fluid material harder than working with the point of a pencil. For everyone it was a process of remembering how to mix colour, how to use brushstrokes to show direction of line, and how to build up form by applying layers or washes of colour. Again the gallery session at the end of each lesson demonstrated the variety of approaches to often complicated natural forms of plants and transparency of reflections in man-made artefacts.
The results have been very good!

Half-term Assignment

The aim of setting some work over the half-term is to give you the opportunity to select a subject working without pressure of time, and to have something to work on for the first weeks of next term.
I would like you to find an image or group of images to work from. Following the same process of selection that we used in the still-life, use your imagination to investigate how you might create a picture from your image or images.

© Martin Townsend

Assessment of Writing Skills

Students may find writing 'cold' quite stressful, particularly in an interview situation. For this reason and because of the time constraints, it may be more appropriate to carry out a more detailed assessment once the student has joined the class. You should only aim to establish their general level of skill in writing at interview stage.

	PROCEDURE	ASSESSMENT GUIDELINES
	TASK	
BAND A	Writing name on interview form Copy address Words from pictures	*No knowledge of script and / or able to form letters in own name and / or copy simple words*
BAND B	As above plus writing address on interview form. PICTURE PROMPT Look at picture and write the names of 3 things	*Can write letters of the alphabet* *Uses capitals / lower case* *Writes on straight line from left to right* *Writes a few words unaided*
BAND C	PICTURE PROMPT Write short sentences about the picture	*Can write short sentences with some structural organisation* *May be inaccurate in grammar and spelling*
BAND D	PICTURE PROMPT Write a short passage / paragraph describing the picture	*Can draft longer text using connected sentences and some coherence in order and organisation*
	READING TEXT as a prompt Write a short passage summarising the ideas in the text	*Inaccuracies in spelling / grammar may impeded understanding*
BAND E	As above	*Can write at great length* *Some inaccuracies in spelling, punctuation and grammar but ideas are communicated clearly*

from *English As a Second Language* (ESOL) Oxfordshire - Initial Assessment Pack

Checklists are used mainly as a method of **recording** current levels of learning

Checklists

Steps

* Created by learner, tutor or group of learners
* The format possibilities are vast e.g. tick box, pie-charts, graphs, bulls-eye charts, graphics to be coloured
* Completed when learning outcome is achieved
* Date it and keep as a record

Outcomes

* Clarifies for you and the learner achievements of outcomes and what is left to do
* A feeling of satisfaction when all outcomes are ticked
* A reminder of the planned learning outcomes

Suitable for

* Any and all subjects

More ideas

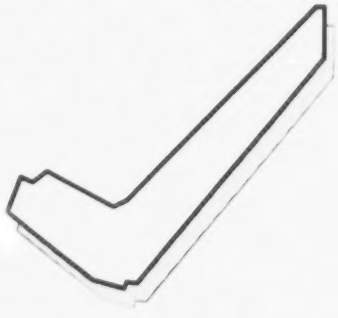
* It could be a regular item at the end of each session
* Vary the content and style to prevent boredom
* Can be included in learning journals
* Include continuums (see page 19)

Feedback

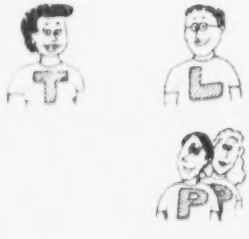
* Verbally with plenty of "well done"s
* Graphically e.g. ☺ 😐 ☹

How to record

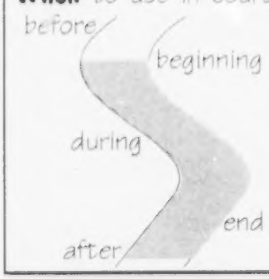
* The checklists itself is a record and can be kept by the learner and / or tutor
* Information can be transferred to a record of achievement



Who assesses



When to use in course



Best used to assess a change in:

Skill S

Attitude A

Knowledge K

ASSESSMENT MATTERS: Oxfordshire County Council and NIACE

09

Upholstery and Soft Furnishing Assessment Checklist

Name .....

	LO 1 STRIPPING LEVEL		LO 2 WEBBING LEVEL		LO 3 HESSIAN LEVEL		LO 4 SPRINGS LEVEL		LO 5 FE SPRINGS LEVEL		LO 6 1st STUFF LEVEL		LO 7 EDGE ROLL LEVEL	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Points & date														

	LO 8 2nd STUFF LEVEL		LO 9 TOP COVER LEVEL		LO 10 BUTTONING LEVEL		LO 11 CUT PLAN LEVEL		LO 12 PIPING LEVEL		LO 13 CUSHION LEVEL		LO 14 LOOSE COVER LEVEL	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Points & date														

	LO 15 OTTOMAN LEVEL		LO 16 CANING LEVEL		LO 17 BLINDS LEVEL		LO 18 CURTAINS LEVEL		LO 19 BED COVER LEVEL		LO 20 BED HEAD LEVEL			
	1	2	1	2	1	2	1	2	1	2	1	2		
Points & date														

UNIT 2 **Relevant organised activity with groups of under fives**		*Written notes (in English or your first language).*	*Discussion with a tutor*	*Observation by the placement supervisor*	*Tape recording*	*Photographs*
ORGANISE RELEVANT ACTIVITY WITH GROUPS OF UNDER FIVES (PLAN ACTIVITY)						
2.1 Choose a relevant activity						
2.2 Plan preparation of materials						
2.3 Plan time, space, other members of the group, clearing up, follow up.						
2.4 Comment on the encouragement of equal opportunities in the activity.						

Name ..... Date .....

HOW'S YOUR MATHS?	confident	not so confident	need help	help not needed
reading what to do				
number words				
signs & symbols				
shapes				
knowing numbers & counting				
very big numbers				
very small numbers				
negative numbers				
addition +				
subtraction -				
multiplication X				
division ÷				
fractions				
decimals				
rcentages				
ratio / proportion				
averages				
weights & measures				
bus / train timetables				
clocks				
calendars				
figures, graphs & charts				
calculators				
computers				

A **Learning Journal** or log is a diary or notebook a learner can keep to enable them to self-assess their personal learning process and their own progress

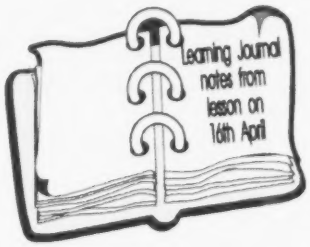
Learning Journal

Steps

* Encourage your learners to reflect on experience, analyse their thoughts and feelings - and record these in a journal. They can then use their own journal to help them plan future action.
* Allow time within the session for writing up the log
* The content of the log can be shared with you at a tutorial session

Outcomes

* Helps to develop self-awareness and self-assessment
* By providing evidence of personal insights, the log gives a focus for analysis and discussion during a tutorial
* Develops the learner's understanding of how they learn best



Suitable for

* Any and all subjects

More ideas

* Proformas to trigger and recall thoughts and feelings can help
* Limit the number of words or amount of paper used
* Some people might want to keep a visual diary; others may prefer to make an audio recording

Feedback

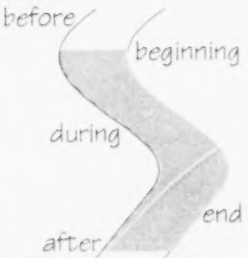
* Discuss any key content of the journal which your learners select rather than telling them what to do
* You would only look at the journal with the permission of your learner. Then give feedback to support the process of learning rather than comment on the content.

How to record

* The learning journal is a record to be completed and kept by the learner
* Information from the journal may be useful when completing a profile

Who assesses

When to use in course



Best used to assess a change in:

Skill (S)

Attitude (A)

Knowledge (K)

ASSESSMENT MATTERS: Oxfordshire County Council and NIACE

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The purpose of keeping a journal of my learning is to provide myself with the opportunity to ***reflect*** on key ***experiences*** and specific incidents; and then to stand back from my personal thoughts and feelings by using or generating concepts and frameworks for ***analysis***. As a result I can ***plan*** what I will do differently next time. This is my record, and I can check it out in the future.

Date:

The activity: what did I do at first, during it and in the end .....
EXPERIENCE
ACTION PLAN
REFLECTION
ANALYSIS
What will I do differently next time? .....
Just beforehand
What did I FEEL
During
THINK
Just afterwards
What framework / concepts / theories can I use to understand
what I thought / felt / did; what happened, and what might happen?

How did it go?

At the end of the workshop, after you have recorded the work you've done, it's useful to think about how the session went - but it's sometimes difficult to think of what to write
so here are some phrases you could use if you're stuck!

Too easy

Too long / too short

I need more practice

Think I can do it now

The answers were wrong

A challenge - but I succeeded

Want to move onto something more challenging

Enjoyed that workshop & would like to do more like that

Boring / confusing / mind-blowing / complicated / tiring / demanding

Just what I needed / not what I needed

Want to move onto something else

Instructions were not clear

I need more help with this

I'm making good progress

Must ask a tutor

Too hard

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Can you think of others to add to this list?

Date	Work done	How did it go?	Next activity

A **Profile** invites learners to describe their current level of knowledge and skills: experience: perceived specific strengths and areas for development.

Steps

* Include a mixture of open and closed questions (see **Questions and Answers** pages 35-6)
* Include sections to be completed at the beginning, during and at the end of the course so that the learner can recognise her / his development
* Set time to complete - either during a session or in the learner's own time
* The learner keeps the profile as record
* Record on checklist if necessary

Outcomes

* You and the learner can see how they have changed as the course develops
* Describe what the individual can do, knows and values. This information is available for potential employers and future tutors.

Suitable for

* Any subject which is skill based, underpinned by knowledge, attitude and values e.g. communication skills, teacher training, assertiveness training, languages

More ideas

* May be part of a combination pack including application form profile, contract, record of achievement etc.
* May be part of an application form

Feedback

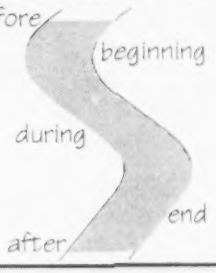
* Encourage your learners objectively to describe themselves by bringing their attention to the ways they have changed

How to record

* The profile is a record kept by the learner
* Tutor checklist

Who assesses

When to use in course



Best used to assess a change in:

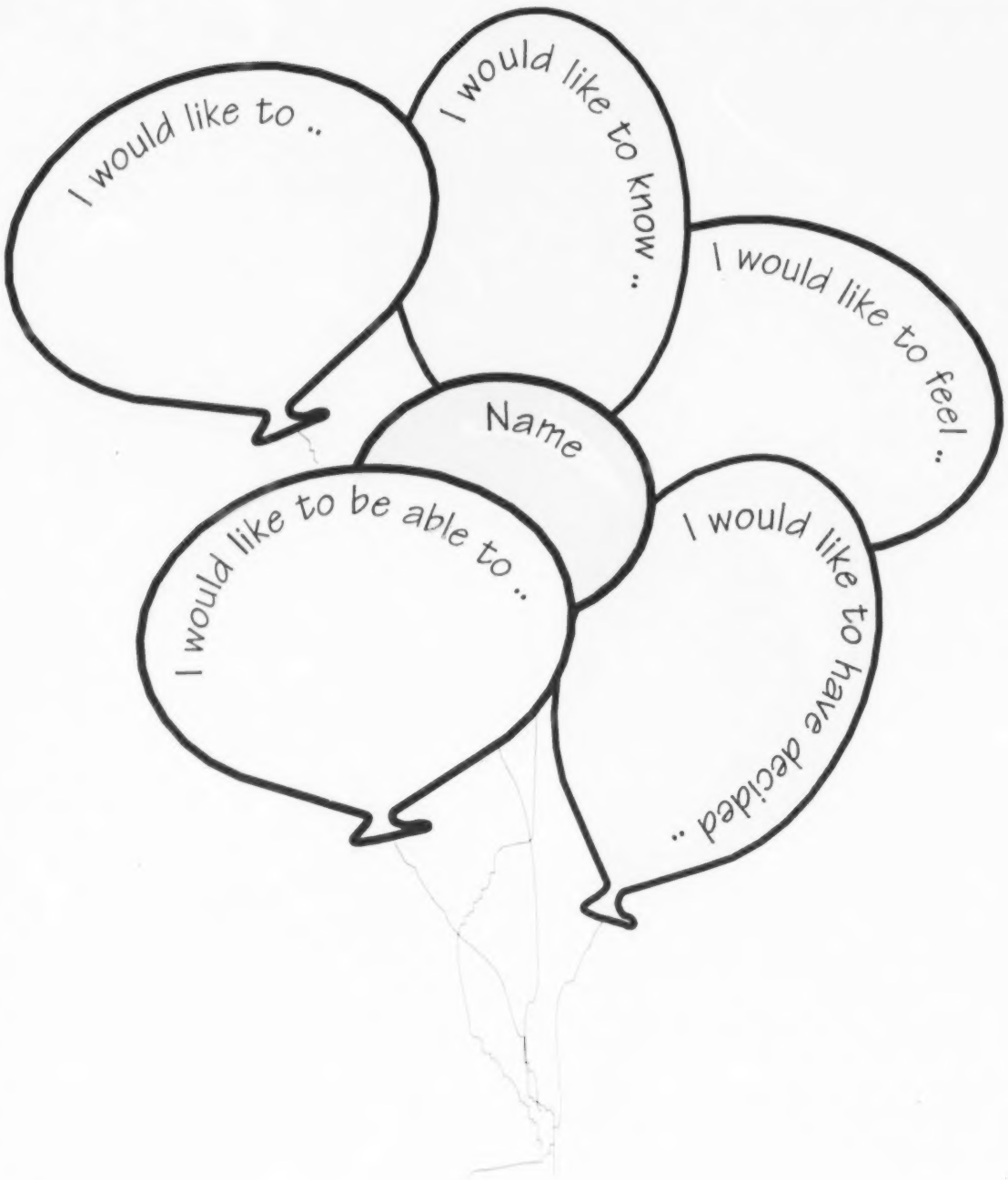
Skill S

Attitude A

Knowledge K

Profile

By the time I have finished this course...



Workers' Educational Association

LEARNING OUTCOMES: DESCRIBING YOUR ACHIEVEMENTS

Name: _____ Course: _____

1. Personal learning outcomes

Please use this space to describe what you think you have gained from this course. Include here any thoughts you may have about your overall achievement, and about your personal progress and development.

2. Progression ... what next?

Now that you have completed this course, what might you go on to next? (e.g. another WEA course; another type of study; membership of a society; new employment / job search etc.)

Are you keeping a personal portfolio? YES / NO

If so, you will need this evidence of your achievement, so please complete a copy for yourself. Ask your tutor to initial it.

3. Learning outcomes achieved You agreed the learning objectives at the outset of the course. Now that you are at the end, *how far do you feel able to:*	I'm working towards this (✓)	I feel I have achieved this (✓)	and I think I demonstrated this achievement through (+)

+ *If* you can, please make a note of how you demonstrated your achievement. Identify the activities you were involved in during the course whereby you were able to confirm your achievement, and note down the number(s) in the right hand column above.

1. a short talk to the class	6. personal study or project	11. making a tape recording	16. practical work / experiment
2. a demonstration to the class	7. homework task	12. a quiz / questionnaire	17. simulation / role play
3. helping others in the class	8. keeping a log / diary	13. class discussion	18. a group project
4. written work	9. critical reading	14. working in a small group	19. an exhibition of class work
5. an item you have made	10. giving oral answers	15. activity on a trip / visit	20. a group publication

4. Course evaluation

Please use this space to comment on any aspects of the course and / or of the teaching

o These principles and values influence my teaching of adults:

o This is how I would like to develop further as a tutor of adults:

o Other comments I would like to make about myself as a tutor of adults

Signed _ _ _ _ _ _ _ _ _ _ _ Date _ _ _ _ _ _ _ _

Signed _ _ _ _ _ _ _ _ _ _ _ Date _ _ _ _ _ _ _ _

OXFORDSHIRE COMMUNITY EDUCATION

STAFF DEVELOPMENT

ADULTS LEARNING PERSONAL PROFILE

of _

participants in the ADULTS LEARNING course run by
Oxfordshire County Community Education
Staff Development Unit

Date started: _ _ _ _ _ _ _ _ _ _ _ _ _ _

Date completed: _ _ _ _ _ _ _ _ _ _ _ _ _

During this period I have been teaching adults at

_ _

in the following subjects

_ _

- When I began ADULTS LEARNING 1, I would describe my skills, needs and expectations in this way:

- I had these relevant experiences (teaching and non-teaching) and these interests which contributed to my teaching of adults:

- I can now list the following skills and strengths which I have and can use as a tutor of adults:

- This is how I would describe how I have changed and developed as a tutor of adults during my participating in ADULTS LEARNING:

Record of Achievement

A **Record of Achievement** or a record of work is not an assessment process but a way of **recording assessment**. It can also be used to justify an award or certificate.

Steps

* Compile learning outcomes or a summary of outcomes
* Have boxes to tick when the outcome is achieved
* Either you or the learner ticks and dates the record
* Both you and the learner tick and date the record
* The record of achievement belongs to the learner

Outcomes

* Provides a sense of achievement
* Ensures that all learning outcomes are achieved

Suitable for

* Any subject where a formal record of assessment is required by either the learner or an external body - for example City and Guilds, NVQ

More ideas

* Combine a checklist and record of achievement which could be completed by you or the learner (or both) - as long as you both sign it

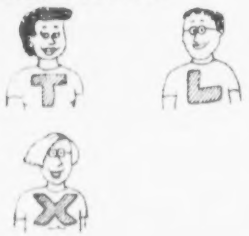
Feedback

* Lots of encouragement and praise

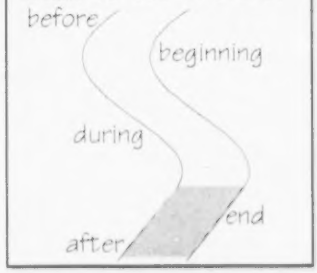
How to record

* It is a record!

Who assesses



When to use in course



Best used to record a change in:

Skill S

Attitude A

Knowledge K

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A LEVEL: CERAMICS
STUDENT ASSIGNMENT RECORD SHEET

Name: _____ Year: _____

	Assignment title / no. & Progress	Assessment
1.		
2.		
3.		
4.		
5.		
6.		

OXFORDSHIRE COUNTY COUNCIL
Community Education
LEARNING FOR LIFE

COMMUNITY EDUCATION
STAFF DEVELOPMENT

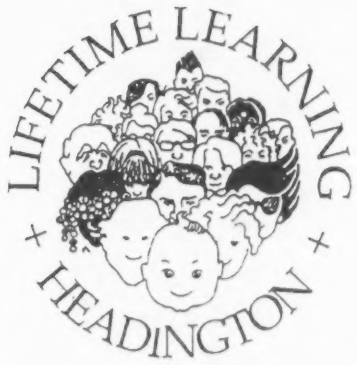
WORKING WITH YOUNG PEOPLE

has gained the Qualification in Youth Work for Part-time Youth Workers in Oxfordshire (QuYPTO), by demonstrating their competence in a portfolio which gives evidence of their values, skills and knowledge in the key areas of:

Working with groups
Your youth work setting and you
Knowing yourself
Building relationships
Understanding the issues and creating change

Oxfordshire Community Education
Staff Development Officer

Date



Headington Area Community Education Council

This is to certify that

has attended a ten week introductory course in

Basic Servicing and Preventive Vehicle Maintenance

which covered the following areas

- Safety procedures and wheel changing
- Tyres: legal requirements, pressures, causes of wear
- Brakes: operation, changing pads and shoes
- Ignition: how to check condition of hoses, radiator etc.
- Electrical System: battery maintenance, bulb testing and changing circuit fuses
- A guide to buying a used car

Date _____ Signed _____ Tutor

Date _____ Signed _____ Organiser

NORTH HAMPSHIRE RECORD OF ACHIEVEMENT

Basingstoke College of Technology
Cricklade College Andover
Farnborough College of Technology

Name:	Enrolment No.
Course: SWIMMING	Level: WATER CONFIDENCE
Centre:	Tutor:

Task

MOVE ACROSS POOL ON FRONT OR BACK, UNAIDED

Performance Criteria

		Student's initials	Tutor's initials
1	Enter shallow water safely, from poolside without steps		
2	Immerse face and exhale into water		
3	Walk across pool		
4	With flotation aid, float on back		
5	With flotation aid, push and glide on front or back		
6	Perform mushroom float for 5 seconds, exhaling into water		
7	Without aid, float on front and regain standing position		
8	Without aid, float on back and regain standing position		
9	Exit shallow water without using steps		

PROGRAMME AREA French
PROGRAMME STANDARD Level 1 (Beginners)

The participant has completed the following course and satisfied the criteria for asessment

Background Material

Knowledge

The Participant has examined at a level appropriate to the course:

* Appropriate forms of address and language, both social and formal
* Grammar, pronunciation, spelling
* Vocabulary, including numbers
* The customs of the country

Skills

The Participant has practised at a level appropriate to the course

* Listening/understanding
* Speaking
* Reading
* Writing

Assessment Material

Tasks

The Participant has demonstrated an ability to

* Communicate in a range of straightforward everyday situations, involving speaking, listening and understanding simple written material in the following areas:

  * Personal Identification
  * House and Home
  * Everyday Life
  * Social Contact
  * Occupation
  * Travel and Transport
  * Accommodation
  * Tourist Information
  * Food and Drink
  * Health and Welfare
  * Shopping
  * Services
  * Weather

Overall Performance

The participant at the level of this course is able to understand and answer basic questions and give information about him or herself, directions, purchases and other simple matters related to social or formal situations. He or she has an elementary grasp of the language and has acquired the basic linguistic structures on which to build further proficiency

BCOT

PROGRAMME AREA Jewellery
PROGRAMME STANDARD City & Guilds 767

The participant has completed the following course and satisfied the criteria for assessment

Background Material

Knowledge

The Participant has examined:

* Health & Safety
* Materials - Metals, solders, stones, enamels, properties
  - availability
* Tools- saw frames, blades, files
  - availability, shapes, secondhand
* Sources of inspiration/design
* Costs
* Assay system for precious metals

Skills

The Participant has practised

* Cold Working
  - shear cutting
  - piercing
  - filing
  - finishing
  - marking out
* Hot working
  - Annealing and pickling
  - Soldering
  - Forging

Performance Criteria for Assessment

Tasks

The Participant has demonstrated his/ her ability by making:

* a ring
* a necklace or ring with rub over setting for stone or a bracelet with stone

SPECIMEN

Overall Performance

The participant is competent in the basic skills of jewellery making and able to progress to the City & Guilds 747 examinations programme.

NORTH HAMPSHIRE RECORD OF ACHIEVEMENT

Basingstoke College of Technology
Cricklade College Andover
Farnborough College of Technology

Name:	**Enrolment No.**

Course: FREEING THE NATURAL BODY **Level:** 1

Centre: **Tutor:** PETER PAYNE

Task 1

Interview Confidence - is able to articulate strengths and weaknesses

Performance Criteria

		Student's Initials	Tutor's Initials
1	Participate in appropriate role play		
2	Recognise what to look out for in interview		
3	Appreciate the importance and value of the voice		

Task 2

General conversation - is able to respond without blushing or blocking

1	Analyse own filmed mock interviews		
2	Gain confidence through improvisation		
3	Analyse status to enable voice freedom		

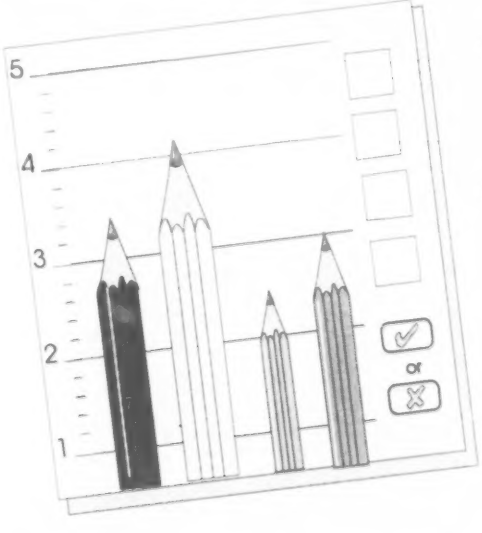
Self-Assessment Forms are a learner's own record of their progress e.g. 'started', 'getting there', 'got there'

Steps

* Created by learner or produced by tutor
* Learners describe their level of learning in words or pictures, and date form
* Record assessment if appropriate

Outcomes

* Learners take responsibility for recording their own progress and learning
* Learners are empowered to take control of their own learning progress



Suitable for

* Any and all subjects

More ideas

* Use one style of form and add to it at different times
* Use different forms at different times
* The types of questions asked may shape the design e.g. **graphics** could be used - balloons, charts, continuum, scales; **tick lists** with closed questions or more open questions with space to write; **agree / disagree** statements

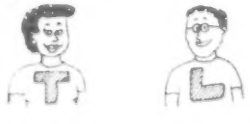
Feedback

* Regularly check forms and offer guidance & encouragement
* Arrange to see the sheets at regular intervals (or not)
* Plan for learners to share and discuss their self-assessment and give feedback to each other

How to record

* The self-assessment sheet is the learner's own record. You may want to keep a record of the learner's achievements using a checklist.

Who assesses



When to use in course

Best used to assess a change in:

Skill S

Attitude A

Knowledge K

Self-Assessment Forms

ASSESSMENT MATTERS: Oxfordshire County Council and NIACE

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TYPEWRITING SKILLS - 1994/1995

Tutor: JOY BONESS

AIM:
The aim of this course is to provide an opportunity for students to develop typewriting skills

PERSONAL ACHIEVEMENT SHEET

Week	This week I have ...
26 September	
3 October	
10 October	
17 October	
31 October	
7 November	
14 November	
21 November	
28 November	
5 December	

By the end of this term I hope to have:

Fun Self-Assessment

Use the images to describe how you perceived your competence at the beginning of the course and as you progress on different dates throughout - and finally at the end of the course.

I developed this for my IT students - to identify their progression route through the programme. They found it gave them a real sense of perspective on how learning involves ups and downs from unconscious incompetence to conscious competence at the end.

A colleague was using this, and I thought it might work well for my massage course. I blew it up to a poster and discussed it with my students at the point when they seemed despondent about memorising anatomy.

83

BURFORD COMMUNITY COLLEGE

Learning Assessment Sheet

This is designed to help you assess how much you have learnt so far and to help your tutor plan the rest of the course.
Please fill on the boxes according to how far you have gone in the direction of achieving the outcomes listed below - the further towards the right the greater the achievement.

Name - Course _ Yoga Tuesday Evening _ _

	Learning outcomes achieved	Started	Getting there	Got there!
1	I can 'centre' myself by observing my breath			
2	I can co-ordinate breath and movement			
3	I can do the 'complete breath'			
4	I can do some yoga postures (asanas) including the cat, the tree, the triangle and the bridge			
5	I can do the harmony sequence			
6	I can do the 'salute to the sun'			
7	I can concentrate on a word of affirmation or a colour			
8	I can relax deeply at the end of the session			

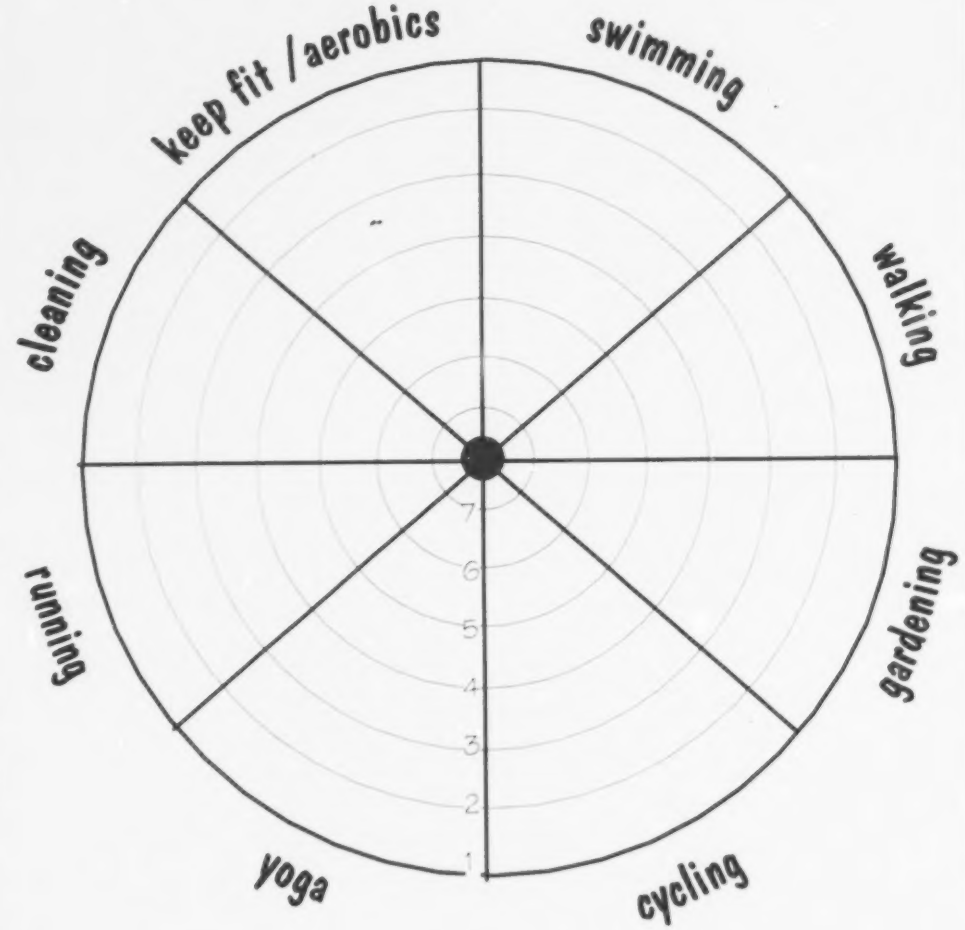
Personal Learning Outcomes

Please describe any other learning outcomes you may have achieved during the course that are not listed above, including any comments you may like to make about your overall achievements, personal progress and development.

This format can be adapted for any subject

By asking students to place their name on a pie chart such as this, you have some indication of their level of fitness

THE NEARER THE BULL, THE MORE HOURS PER WEEK YOU DO OF THE EXERCISE



How far have I got?

Date:

My comments:

Write down what you feel more confident about

... and what you're still unsure of

Tutor's comments:

Ask your tutor to write down her thoughts on your progress

Progress Review

Subject Area	Aim	Aim	Aim

How have you used what you have learnt?

A **Test** is a judgement of current knowledge and skills. It is much less useful in assessing attitudes, and values underpinning knowledge & skills.

Test

Steps

* Have clear objectives for the test and share them with your learners beforehand
* Tell your learners in advance who will be marking the test and how soon they will know the results
* Decide whether or not it is helpful to warn learners that a test will be given - either way give your rationale for doing so
* Allow sufficient time for the test and discussion afterwards
* Record assessment and results

Outcomes

* Learner will be able to assess their own learning by comparing their own response to those given by you
* Provides a gauge or measure of progression
* Practise for any exams

Suitable for

* Any aspect of any subject which has an objective answer or response

More ideas

* Make it fun
* A test could be set up for small groups to work together
* Can be **open** - with questions requiring discussion to allow attitudes to be expressed
* Can be **closed** - with questions requiring right or wrong answers to assess knowledge
* Can be **practical** - to assess skills e.g. keyboard skills, making a sauce
* Can be **multi-choice** - to assess knowledge
* You could use graphics, with gaps to fill with answers
* It could be in the form of a worksheet
* A test can be a 5 minute energiser or a major part of a session. It might include longer written answers such as found in some exams.

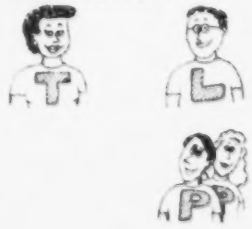
Feedback options

* Compare results of tests with previous work and to planned learning objectives - not with other learners

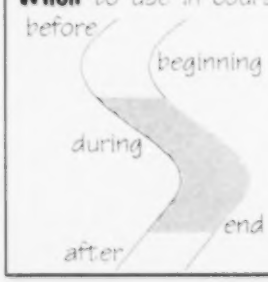
How to record

* Record of achievement to record results
* Ongoing checklists

Who assesses



When to use in course



Best used to assess a change in:

Skill S

Attitude A

Knowledge K

INTRODUCTION TO COMPUTERS QUESTIONNAIRE

Name: Date:

1	What does VDU stand for?	
2	What does CPU stand for?	
3	Give one example of a peripheral	
4	What would you use a Spreadsheet for?	Letters Accounts Address
5	How many letters does a file extension have?	
6	What does a file extension tell you?	
7	What does DOS stand for?	
8	Name two types of disc drive	
9	What does ROM stand for?	
10	What does RAM stand for?	
11	You can write to ROM	TRUE / FALSE
12	RAM is a backing store	TRUE / FALSE
13	Information is put on RAM via a laser at the factory	TRUE / FALSE
14	How many buses does a computer have?	3 4 5 7 10
15	What are the buses called?	A D C
16	The clock is very important to the computer	TRUE / FALSE
17	What system is used by PCs to represent alpha numeric characters?	
18	On which of the following occasions would you boot / reboot the system?	After switching on the system When it hasn't done what you asked it to do If the program crashes Before switching off
19	What is meant by the term 'Log On / Off'?	
20	A network is:	A type of spreadsheet A number of linked computers

French 'false beginners' test

to identify those too good for an absolute beginners class

Fill in the missing words in numbers 1-7. Answer questions 8-10.

1. Je m'appelle

2. J'habite

3. Le jour après dimanche est

4. Janvier est le premier

5. Le soir je mange à

6. Pendant mon temps libre j'aime

7. Cet été je suis allé(e)

8. Quelle heure est-il?

9. Quelle est la date aujourd'hui?

10. De quelle couleur est votre chemise / jupe / robe / pull?

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DO *you* NEED TREATMENT?

Gay people get asked some pretty strange questions. Often this is because their interrogators have a narrow, strictly heterosexual view of what is 'normal'. NI turns the tables and asks heterosexual people some strange questions too ...

Illustration Jim Needle

1. What do you think is the cause of your heterosexuality?
2. When did you first realize you might be heterosexual?
3. Have you told your parents? What do they think of it?
4. Are there others like you in your family?
5. Would you say that you had an inadequate mother or father figure?
6. Don't you think your heterosexuality might be a phase you are going through?
7. Are you afraid of members of your own sex?
8. Isn't it possible that what you need is a good gay lover?
9. What do you actually do in bed?
10. You put *what where*?!
11. But how can people of the opposite sex really please each other when there are such vast emotional and biological differences between them?
12. Although society gives considerable support to the institution of marriage the divorce rate is spiralling. Why are there so few stable relationships among heterosexuals?
13. Is it because heterosexuals are so promiscuous?
14. There seem to be very few happy heterosexuals. Have you considered aversion therapy?
15. Why do you feel compelled to seduce others into your sexual activities?
16. Why do you insist on making such a public spectacle of your heterosexuality? Can't you just keep quiet about it?
17. More than 90 per cent of child molesters are thought to be heterosexuals. Would you feel comfortable about entrusting your children's education to heterosexual teachers?
18. Why do people like you emphasize the heterosexual qualities of famous people such as film stars? Is it because you need to validate your own condition?
19. Penetrative sex is most common among heterosexual couples. Aren't you worried about the risk of getting AIDS?
20. If everybody were heterosexual like you what would happen to the world's population? Don't you think it is rather unreasonable and irresponsible of you to insist on sleeping with people of the opposite sex?

Worksheets or **Gapsheets** are proformas with questions or activities to complete

Steps

* Include questions which offer 'clues' to help learners answer
* Include closed questions (for factual answers) and open questions (for answers requiring discussion)
* Take care that the responses required are in line with your learning outcomes
* Be careful not to encourage competitiveness - will some learners become disheartened or embarrassed?
* Assess and encourage self-assessment
* Record assessment

Outcomes

* Learners can achieve high standards if lots of 'clues' are given. This is good for self-esteem.
* More open questions can stretch learners

Suitable for

* Any subject
* In language learning, gapped sheets are often called 'cloze' exercises

More ideas

* Learners could work in small groups and so encourage co-operation
* Try using visuals and colour on the worksheet

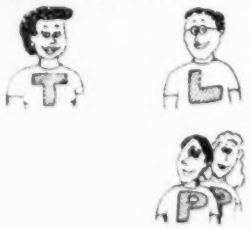
Feedback

* Give the correct answer with explanations to the whole group for self-checking
* Spend more time with learners who appear to be finding activity difficult

How to record

* The worksheet is the learner's own record
* Checklists
* Record of achievement

Who assesses



When to use in course

Best used to assess a change in:

Skill S

Attitude A

Knowledge K

ASSESSMENT MATTERS: Oxfordshire County Council and NIACE

Wallingford and Didcot PPA Branch - Basic Course - COOKERY SESSION

While you are working in your groups on your 2 or 3 recipes please think about and discuss these questions. After the session you will have 5 minutes to record your feedback and ideas.

1. How will you involve children in the preparation?

2. How will you give children the opportunity to be creative?

3. What skills will the children learn and practise?

4. Which concepts can the children develop through these recipes?

(please tick)

solids dissolving in liquids

cold and hot

wet and dry

melting

measuring

changes occurring when you mix ingredients

changes occurring when you heat ingredients

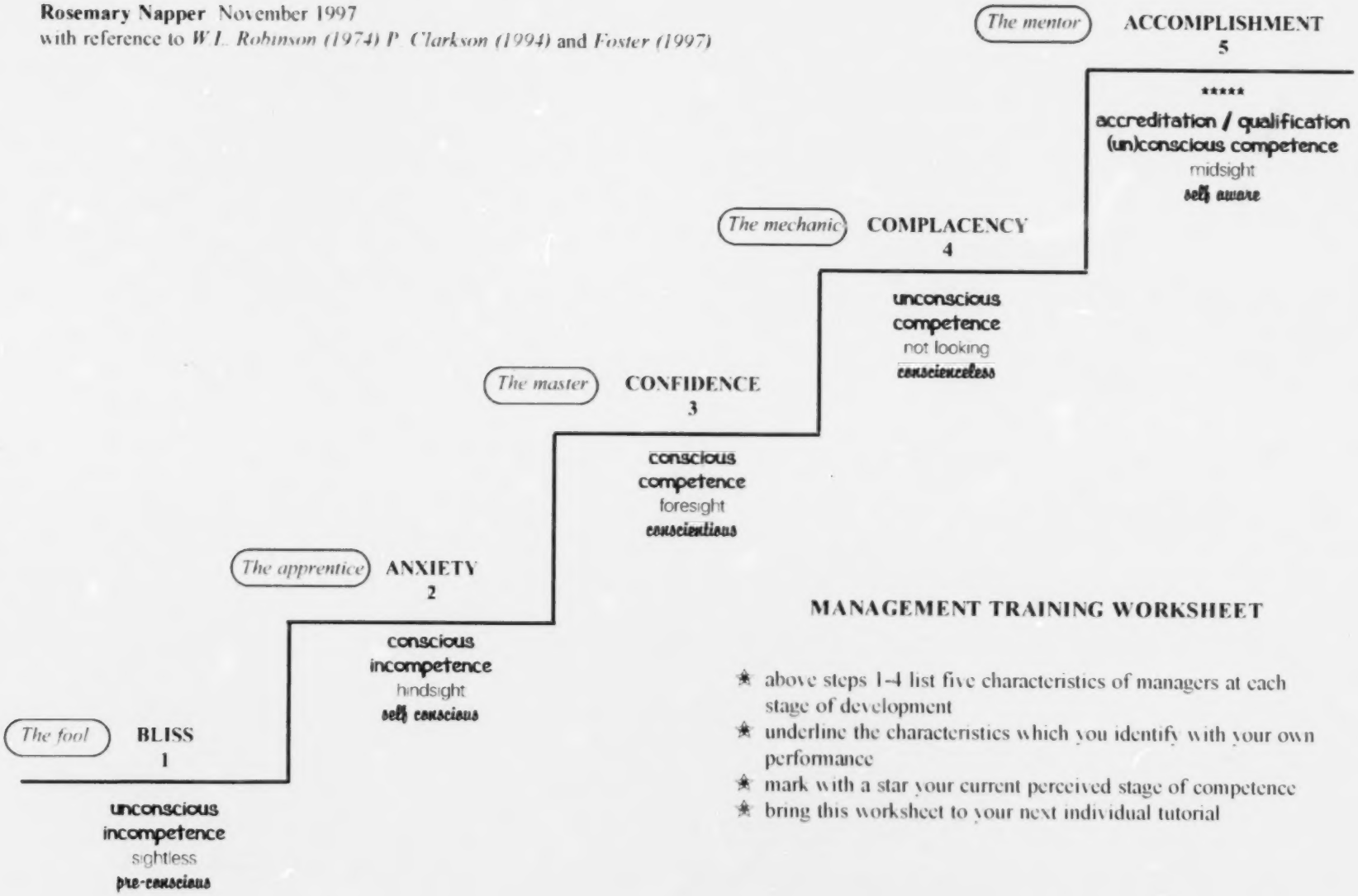
finding out about the world and materials in it

5. What are the health and safety issues?

6. How could you reflect our multi-cultural society through these and other recipes?

7. What could you do in your group?

Rosemary Napper November 1997
with reference to *W.L. Robinson (1974) P. Clarkson (1994)* and *Foster (1997)*



MANAGEMENT TRAINING WORKSHEET

- above steps 1–4 list five characteristics of managers at each stage of development
- underline the characteristics which you identify with your own performance
- mark with a star your current perceived stage of competence
- bring this worksheet to your next individual tutorial

What Have YOU Learnt about Assessing Adult Learners?

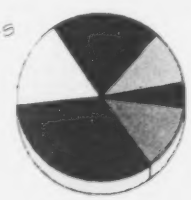
Jot down <u>your</u> learning so far ..... consider: when? what? who? how? giving feedback; recording.....

Just out of my reach but thinking about it ....

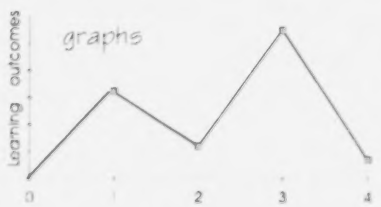
Hints for designing your own forms and checklists

* Take as much information from the pack as you like - everything here is for you to use
* Be very clear about your learning outcomes so that you and your learners know exactly what is being assessed
* Be very clear about the reasons you or the learners have for needing a form - don't allow yourself to get bogged down with unnecessary pieces of paper
* Make sure that the form or checklist is easy to fill in and that the wording is relevant and clear
* If you haven't any facilities of your own, find out about the availability of desk top publishing and word processing through your line manager. If you have no experience of information technology (IT), ask for your Adult Education Organiser's help. At the same time remember that pen, paper and a good idea can be just as effective!
* Using coloured paper for different areas within your subject can help you and your learner to keep control of various pieces of paper
* Try different layouts and graphics - for example :

pie-charts

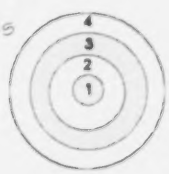


graphs

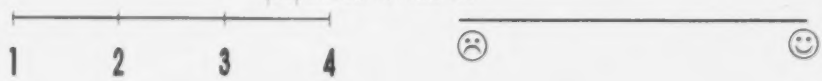


bar charts

bull's-eye charts



paper continuums



and all the other ideas from the pack.

* Whenever you can, whatever you do - make it **fun!**

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This checklist uses continuums - try it out to identify your own learning from this pack's Section 3 on Paper Based Assessment ...

Name ..... Subject/s ..... Date .....

Mark the extent you find the following techniques useful on a scale of 1 ⇄ 5

	not useful ⟷ extremely useful				
Action Plans	1	2	3	4	5
Application Form	1	2	3	4	5
Assignments	1	2	3	4	5
Checklists	1	2	3	4	5
Learning Journal	1	2	3	4	5
Profile	1	2	3	4	5
Record of Achievement	1	2	3	4	5
Self Assessment Forms	1	2	3	4	5
Test	1	2	3	4	5
Worksheets/Gapsheets	1	2	3	4	5

Often our own experience shapes the extent to which we appreciate techniques. Mark the lines below for any techniques you've experienced - leave out the ones you have never tried for yourself.

	Like ⟷ Loathe
Continuum	_____
Conversation	_____
Discussion	_____
Exhibition	_____
Games	_____
Observation	_____
Performance	_____
Practical Activity	_____
Questions & Answers	_____
Real World	_____
Role Play	_____
Simulation	_____
Tutorial	_____
Action Plans	_____
Application Form	_____
Assignments	_____
Checklists	_____
Learning Journal	_____
Profile	_____
Record of Achievement	_____
Self Assessment Forms	_____
Test	_____
Worksheets/Gapsheets	_____

Looking at both of the above - how does your own experience influence your perception of usefulness?

What Others Have to Say About.....

ADULT LEARNING — ADULT TEACHING
ASSESSING ADULT LEARNERS
53 INTERESTING WAYS TO ASSESS YOUR STUDENTS
TUTOR'S
Background reading.....!!
UNDER-STANDING ASSESSMENT
ASSESSMENT IN ACTION

Providing Adult Education

The number of organisations which provide opportunities for adults is large: it ranges from universities to driving schools! However most part-time tutors are employed by Local Education Authority (LEA) Adult Education services and Further Education (FE) Colleges. The relationship between these changed as a result of the Further and Higher Education Act 1992 (FHE Act) which introduced a new pattern of funding which has also affected both the balance and type of courses offered. Funding of colleges is now controlled by central Further Education Funding Councils (FEFCs) whilst LEA Adult Education is funded through the local authority (for the use of school premises and the provision of Adult Education organisers). Funding also comes from course fees - and for some vocational 'Schedule 2' courses from the FEFC.

At the heart of the current debate on adult education provision lies the question "What is 'adequate'?" The FHE Act 1992 maintains that LEAs still have a duty to secure the provision of adult education for their areas. FEFCs also have a responsibility to secure 'adequate facilities' for the courses which they control. These courses are defined in Schedule 2 of the FHE Act and have become known as 'Schedule 2 Courses'. Schedule 2 courses can be defined as 'vocational' or leading to a national qualification. These are often more generously funded than the majority of courses provided by Adult Education Centres which are categorised as 'Non-Schedule 2'.

Schedule 2 Courses (FHE Act)

Vocational qualifications

GCSE & A/AS levels

Access courses - offering qualifications to Higher Education

Courses designed to lead to the above three categories

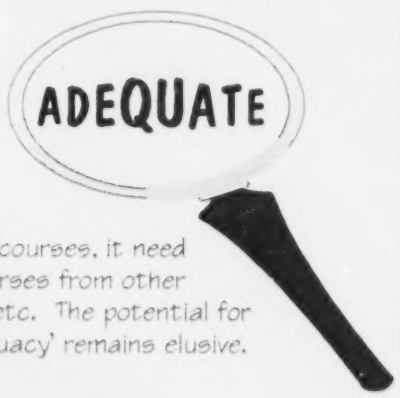
ESOL - English for speakers of other languages

Basic skills in Literacy & Maths

Courses developing independent living skills for those with special educational needs

Plus

Many Open College Network Course: OCN courses which show clear progression route qualify for Schedule 2 funding. Although the main reason for accrediting courses through OCN is concerned with quality, an additional reason may be to secure Schedule 2 funding.



Thus whilst the LEA is responsible for securing courses, it need not provide them itself. It may commission courses from other providers - FE colleges, TECs, voluntary bodies etc. The potential for conflict and competition is obvious ... and 'adequacy' remains elusive.

The Adequacy Framework

The Further Education Unit (FEU) attempted to draw together the law on adult provision and develop a working formula by which 'adequacy' could be judged. This 'adequacy framework' looks at the issue in terms of four broad themes from the point of view of the learner. These are Volume, Accessibility, Equity and Quality. Each theme is broken down into elements - these make up a check list by which existing provision may be analysed and future provision planned.

Volume

* identification of needs
* amount of provision
* curriculum breadth
* curriculum range
* accreditation

Accessibility

* information and guidance
* location of courses
* timing (day / evening)
* fees policies
* flexibility (open learning / individual learning plans etc.)

Equity

* participation of all groups in the local population
* learner support
* targeting strategies
* achievement

Quality

* learning and teaching standards
* ethos
* staff competence / development
* teaching / learning resources
* accommodation standards & suitability
* quality assurance (course review & evaluation)

Using the Framework

Although primarily a tool for planners / organisers, the framework can be used at local or even subject level both to analyse and plan provision. By using the elements or key points, you should be able to formulate a reasoned case for extra provision or new provision.

Further Information

Two publications of the FEU are interesting:

* Adequate Provision for Adult Learners - a Framework (FEU 065) - gives a description of the statutory framework and the theoretical basis of the framework.
* Securing Adult Provision for Adult Learners (FEU 070) - goes into greater detail on how to use the framework and gives examples of good practice drawn from a number of LEAs.

These are obtainable from:

FEU Information Centre
Citadel Place
Tinworth Street
London SE11 5EH
0171 9621260

The Inspection Framework

Adult Education is subject to inspection by OFSTED and FEFC as well as any internal inspectors of the LEA. OFSTED (the Office for Standards in Education) is responsible for inspecting provision for adults funded by LEAs. FEFC (the Further Education Funding Council) is responsible for inspecting adult education covered by Section II of the Further & Higher Education Act 1992. Both inspectorates are concerned with the quality of provision as well as other factors - such as the range of courses offered and the efficient use of resources.

How does this affect a part-time tutor?

Inspection usually takes place in the context of inspecting the work across the whole LEA or college. When a centre or college department is inspected, you may be required to produce evidence of the range and quality of learning and teaching in your class(es). Further education colleges and non-LEA maintained institutions need to prepare a self-assessment report prior to an inspection. The FEFC inspectors use this to guide their inspection and will make judgements about its accuracy. The self-assessment report is likely to include:

a) Your scheme(s) of work and session plans.

b) Your records of assessment and observations on the progress of learners.

c) Students' work, records of achievement, learning journals, individual action plans, etc.

d) Attendance records.

Although all the above may not be examined by inspectors, all four groups of evidence will need to be covered. In addition, inspectors may 'sit in' on sessions to observe your class in progress, talk to students and then discuss their observations with you. This is a non-threatening experience and can be a valuable contribution to your own development as a tutor and teacher.

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After the Inspection

OFSTED inspectors are required to produce a written report for the LEA. FEFC prepares inspection reports which are published and readily available in colleges or by contacting the FEFC Communications Section in Coventry (see below for details). This will cover their observations on the whole of the service. There will be a section on the quality of teaching and learning which will comment on the standards of observed teaching, record keeping, session preparation, assessment etc. So it is very important that you consider all these matters during the course.
The LEA is required to respond to any criticisms in the report and take action to rectify these.

Further Information

* OFSTED has produced a document 'Inspecting Youth Work, & Inspecting Adult Education - a Framework' (Code no: HMI 058) which is interesting and easy to read. You can obtain a free copy from either:

  OFSTED, Alexandra House
  29 - 33 Kingsway
  London WC2B 6SE
  Tel : 0171 4216800

  or

  OFSTED Publications
  Tel : 0171 5100180

* FEFC Circular 97/12: Validating self-assessment - the inspection framework for all 'Schedule 2' programmes in non-LEA maintained institutions and further education colleges
* FEFC Circular 97/13: Self-assessment and inspection, gives useful guidance on preparing self-assessments of your provision. You can obtain a free copy from:

  Communications Section
  FEFC
  Cheylesmore House
  Quinton Road
  Coventry CV1 2WT
  Tel : 01203 863000

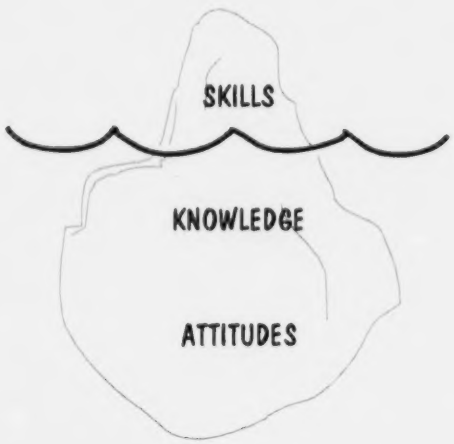
* DFE (1993) Further Choice and Quality : The Charter for Further Education - the National standards for all provision to full and part-time students

National Vocational Qualifications

National Vocational Qualifications (NVQs) involve assessing 'performance' - that is live performance of **competence** in a variety - **the range** - of situations. **Performance criteria** are detailed and the learner is asked to provide 'hard' **evidence** of their performance in a number of situations. The evidence could be witness testimony; photography; video; trainer or line manager or peer observation .... anything relevant. A formal assessor (qualified with D32 of the Assessor Awards - see page 104) will come to observe occasionally. Then the learner - the candidate - will have to put together a portfolio of all this evidence, with a written summary of demonstrations of this competence in order to put the evidence into context.

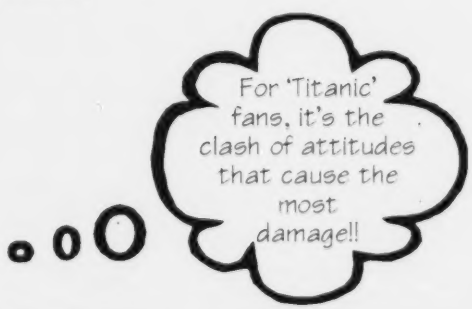
Lots of courses are now developing NVQ-like competences, performance criteria and range statements. These courses also require evidence of skills, knowledge and attitude.

One way of looking at it is to picture an iceberg:



The observable **skills** are supported by knowledge and attitudes, sometimes visible from the surface, sometimes hidden.

Think about your own work as an assessor. What are your observable skills? What are your underpinning knowledge and attitudes? How would you measure these?



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Assessor and Verifier Awards

The Assessor and Verifier Awards are nationally recognised qualifications in the assessment of learning and competence aimed at managers, workplace supervisors and trainers

Each award is made up of elements from the Employment NTO's training and development units and is endorsed by the Qualifications and Curriculum Agency (QCA)

Those directly engaged in delivering vocational education and training to learners are now expected to be able to assess and make judgements about competence. The **Assessor Award [D32/D33]** is the nationally recognised qualification in this area.

Others are expected to verify that assessments have been conducted correctly and to a required standard. Internal verifiers act on behalf of awarding bodies within an organisation conducting NVQs and other vocational qualifications. The **Internal Verifier Award [D34]** sets the national standards in this area.

A key feature of the NVQ and competence based routes to qualification is the accreditation of prior achievement (sometimes also called accreditation of prior experience of learning). The **APA Advisor Award [D36]** is the relevant qualification in this area.

These awards form part of national standards in training and development. They are organised in various **units** of competence.

D32 Assess Candidate Performance

This unit relates to the assessment by observation and questioning of someone actually performing a task. This is considered the most direct and reliable form of assessment. D32 is particularly aimed at workplace supervisors and trainers.

D33 Assess Candidate Using Different Sources of Evidence

When assessment via direct observation is not possible or is inappropriate, then other forms of assessment must be considered. D33 covers assessment of evidence collected usually in the form of a portfolio of assignments, testimonials and personal recordings. This unit is particularly aimed at trainers and mentors.

D34 Internally Verify the Assessment Process

Usually a number of assessors work together on a particular programme. D34 covers the process of monitoring, advising, supporting and verifying the work of assessors. It is particularly aimed at programme co-ordinators. (D34 candidates must have already achieved D32/33)

D36 Advise and Support Candidates to Identify Prior Achievement

In order to gain recognition and credit for learning and achievement from previous experience, the supervisor, trainer or mentor helps the candidate identify relevant achievements and prepare for assessment of evidence of these achievements. D36 is aimed at such advisors.

In the beginning God created the heaven and the earth
And God saw everything that He made
"Behold," God said, "it is very good,"
And the evening and the morning were the sixth day.

And on the seventh day God rested from all his work,
His archangel came unto Him asking:
"God, how do you know that what you have created is 'very good'?
What are your criteria? On what data do you base your judgement?
Aren't you a little close to the situation to make a fair and unbiased evaluation?"
God thought about these questions all day and His rest was greatly disturbed.
On the eighth day God said, "Lucifer, go to Hell."

Thus was evaluation born in a blaze of glory.

From Talcum's *The Real Story of Paradise Lost*
[Quoted in M.Q. Patton (1981) Creative Evaluation - Sage Publications]

Evaluation is about placing a value on the programme you offer. The tutor's major purpose of evaluating is to focus on the strengths & aspects for development of a programme so you can modify it next time.

What does evaluation mean for you as the tutor?

When you do a piece of work, it's important to know how you are doing. If everything is fine you may want to develop some aspects further - and if something hasn't gone so well, you will want to make revisions for next time.

Obviously, as someone who works with people, you will get a general idea of how you and the programme are doing from informal feedback. Not everyone will be able to give you this feedback however, so you can't always get a true picture of the value of your work. For this reason it's a good idea to have a proper structure within which you and your learner can reflect constructively about the programme. This structure is your **evaluation process**.

What will you want to find out?

There are many aspects of your programme you will want to find out about - here are some of them:

Professional aspects

To what extent were:
* the learning outcomes met?
* the course design suitable?
* the delivery & style suitable?
* the learners' needs identified & met?
* the assessment methods appropriate?
* the learners' progression routes identified & assured?
* there absences and dropout? Do you know why?

Administrative aspects

* accommodation?
* refreshments?
* timing - time of the year? - day of the week? - time of the day?
* equipment & materials?
* length of course?
* number of learners - too many or too few?
* access - physical, financial, social?
* publicity & marketing
* cost - value for money

You need to establish **criteria** for all the aspects you want to review and make these known from the beginning of the programme

Who is involved with evaluation?

There are a variety of **stakeholders** connected with your programme:

You as the **tutor** need to know the answers to the sort of questions outlined on page 109.

Your **learners** will be involved in giving you feedback about their experiences.

Don't forget any learners who **dropped out**. Do you know why? Is there any process set up to find out? If your programme numbers are low, you may also want to know about the people who are not signing up for your programme.

Of course your **adult education organiser** will want to evaluate as well. There should be a structure set up within your centre to help you with any evaluation.

Any **funders** of the programme will want to review value for money.

If your programme is accredited, your **moderator** or **verifier** may want to see any results of evaluation and **HM** and **FEFC Inspectors** will need to see evidence of evaluation.

When should you evaluate?

Evaluation is not just something you add on at the end of your programme. It should be a process that you build in when you plan your programme. In this way you can develop your work as you go along.

Continuous evaluation is referred to as **formative evaluation**

Evaluation at the end of a programme is **summative evaluation**

How can you evaluate?

There are a great many ways and means - for example

* written questionnaires - often called 'reactionnaires' or 'happy sheets'
* open-ended question sheets
* individual & group discussions
* telephoning absent learners
* observation
* continuums
* tutorials
* video and audio recordings
* your recordings, checklists & ongoing notes
* reviewing the formative & summative assessments of learning

What's important is that evaluation ....

... is appropriate to how you and your learners work - it's likely that a language tutor will want to evaluate work differently from a keep-fit tutor, for instance.

... tells you what you need to know - you're not asking people to agree with you! For honest feedback think carefully about how to frame questions if you are doing a questionnaire.

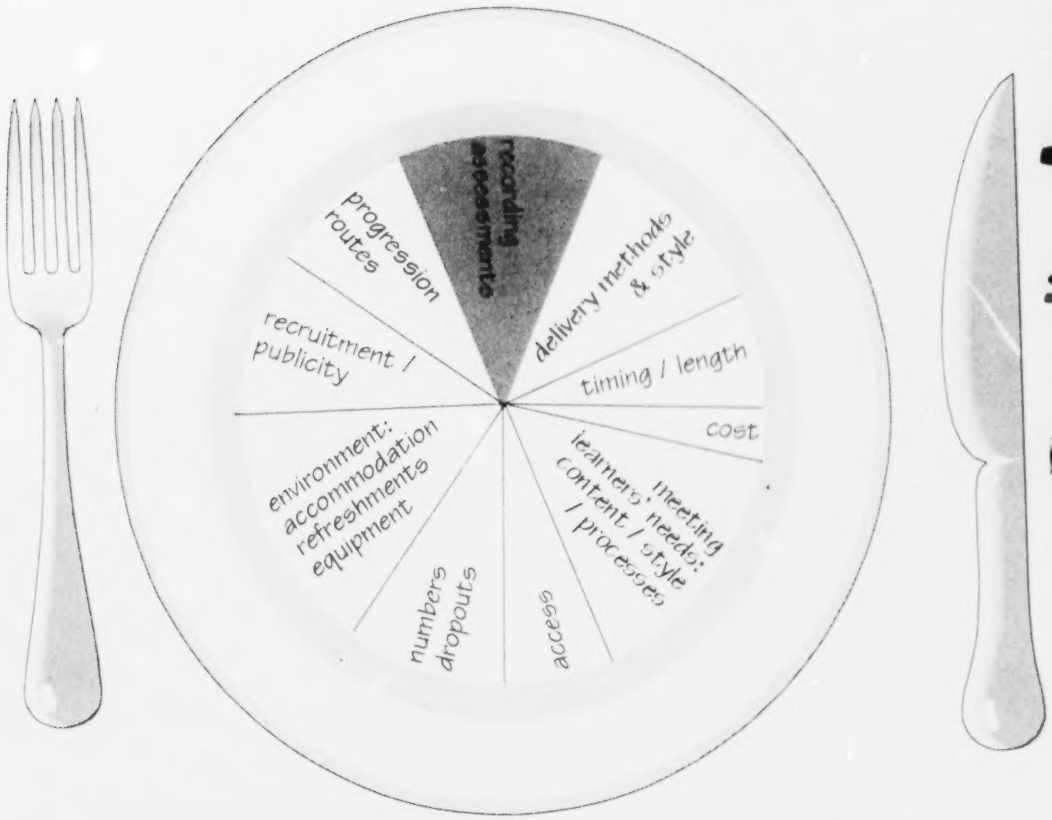
... is stimulating and not a chore. Make a little time for evaluation so that your learners don't get landed with it as they are on their way out! Use it as a basis for discussion about what your learners would like as areas for development in the future.

... is SMART

S specific
M measurable
A appropriate
R relevant
T time limited

EVALUATION PIE

involves many things -
including records of assessment of learning



On the following pages are some example forms that you can use to record assessment practices in your programme. This is an essential aspect of assessment and is part of the evaluation for your adult education organiser.

You could also adapt these examples to use as checklists, worksheets or evaluation forms.

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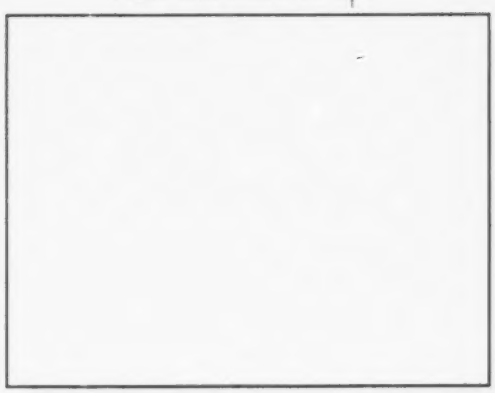
SUBJECT _____

ACTIVITY _____

DATE _____

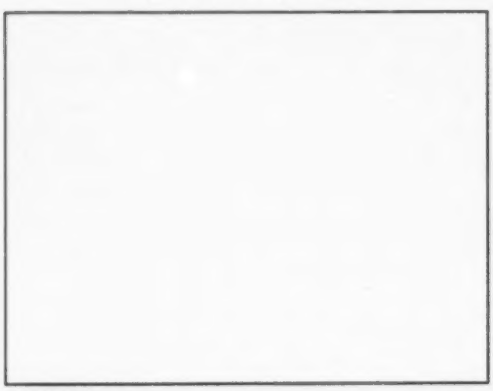
TUTOR _____

How will I set it up?



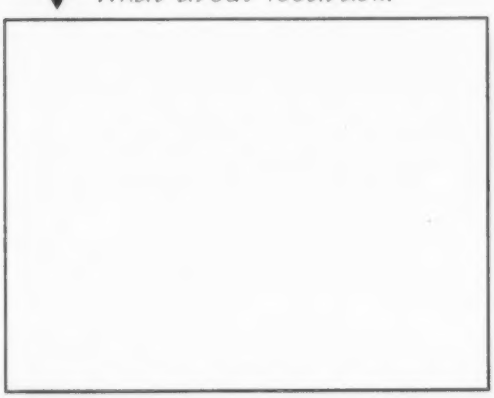
What will I need?

How will I record?

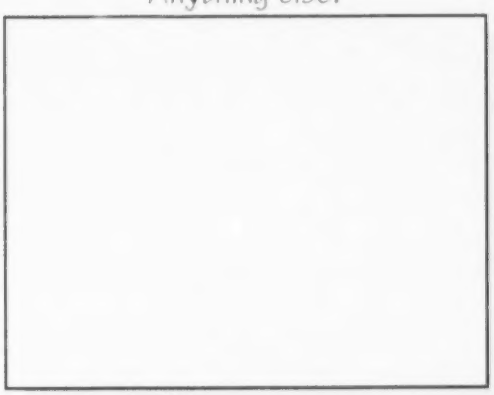


Who will I focus on?

What about feedback?



Anything else?



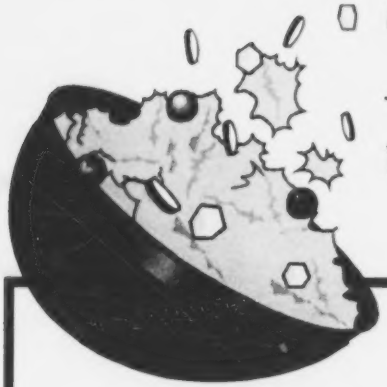
SUBJECT _____

ACTIVITY _____

DATE _____

TUTOR _____

Why choose the activity? To assess skill, attitude or knowledge?	
Steps for setting up the activity	
Expected outcomes	
Feedback	
Recording	
What were the actual outcomes?	
How could I adapt the activity for future sessions?	



MY RECIPE FOR ASSESSMENT BY :

_____

DATE : _____

INGREDIENTS

METHOD

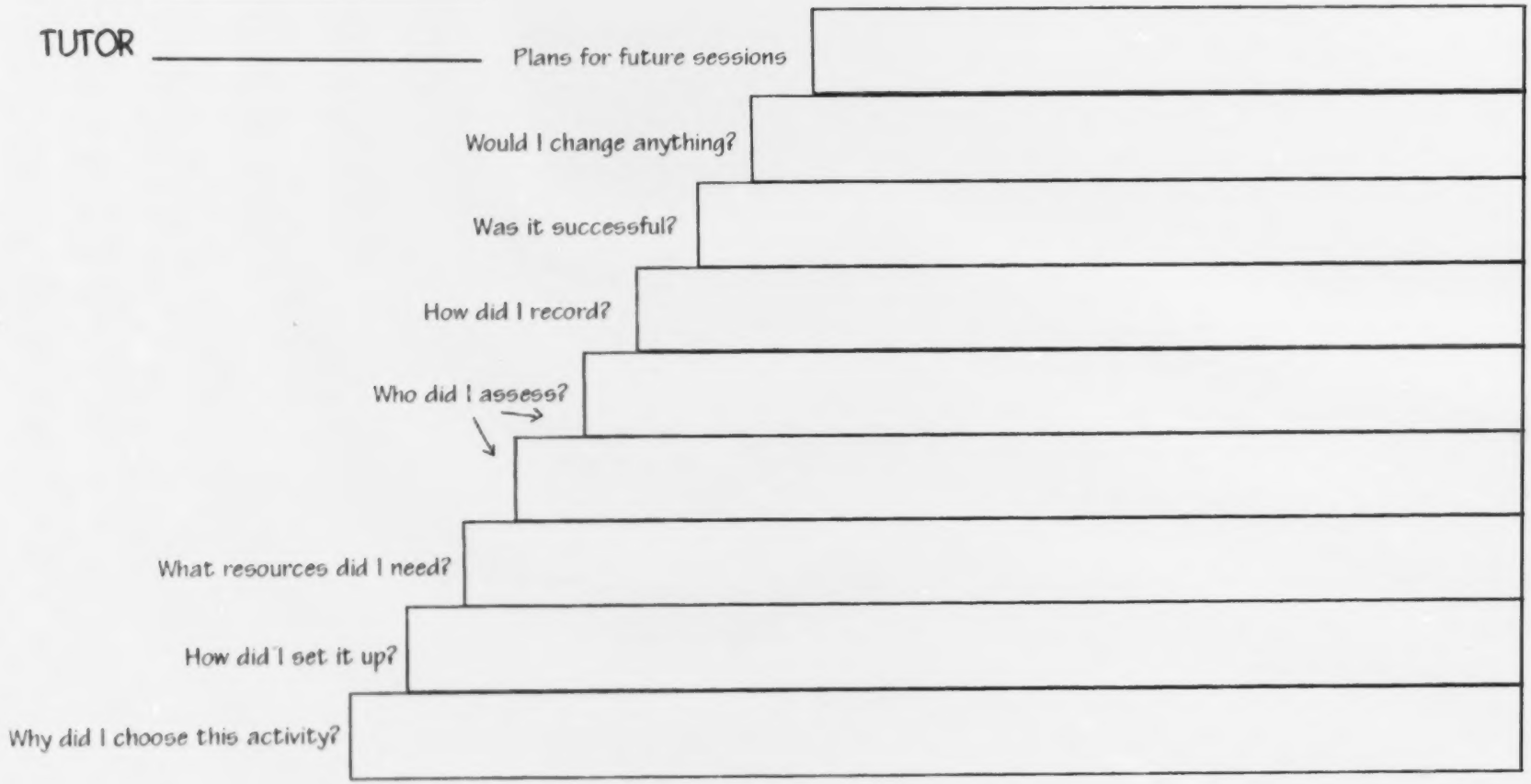
EXPECTED RESULTS

ACTUAL RESULTS

SUBJECT _____

DATE _____

TUTOR _____


Plans for future sessions
Would I change anything?
Was it successful?
How did I record?
Who did I assess?
What resources did I need?
How did I set it up?
Why did I choose this activity?

Steps to Assessment

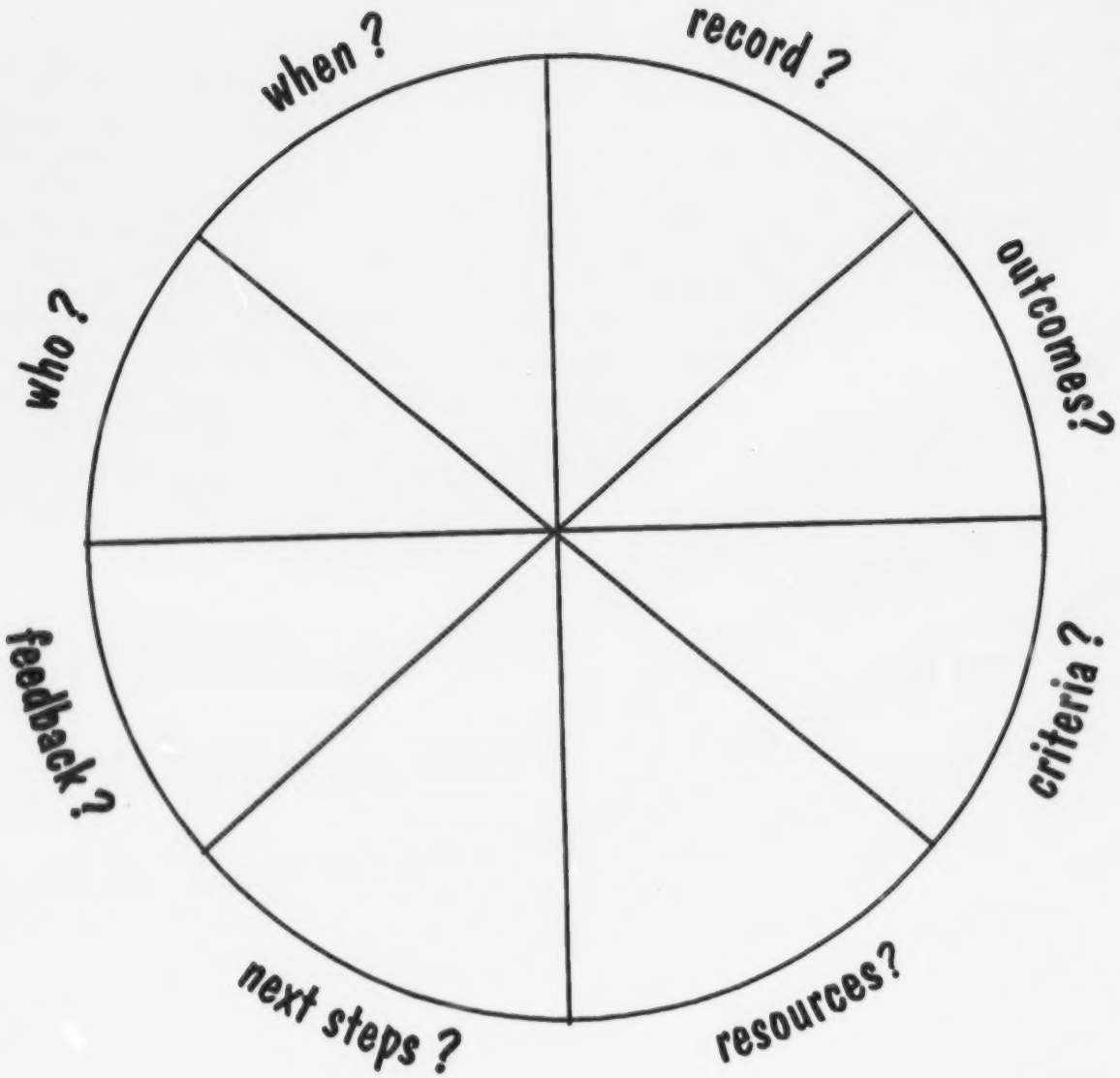
Assessment Activity

SUBJECT _____

ACTIVITY _____

DATE _____

TUTOR _____



For more on assessment try ...

Ainslie S & Lamping A (1995) ASSESSING ADULT LEARNERS Centre for Information on Language Teaching & Research (CILT) - a new publication looking at ways assessment can be integrated into adult language learning programmes - practical ideas on materials, techniques, record keeping & an overview of accreditation procedures

Carroll B (1990) ASSESSMENT IN PHYSICAL EDUCATION The Falmer Press - written for teachers, this book examines the complex issues involved in new processes of assessment due to GCSE and the National Curriculum. However it could be useful to teachers of adults too.

Daines J, Daines C & Graham B (1992) ADULT LEARNING - ADULT TEACHING Dept. of Adult Education, University of Nottingham - section on assessment: very accessible & applicable to adult education tutors

Department of Education (1993) FURTHER CHOICE & QUALITY : THE CHARTER FOR FURTHER EDUCATION - the National standards for all provision to full & part-time students

Docking R (1991) AN A-Z OF ASSESSMENT MYTHS AND ASSESSMENT IN THE WORKPLACE Competence and Assessment Briefing Series No.4 Employment Department

Ecclestone K (1994) UNDERSTANDING ASSESSMENT National Institute of Adult Continuing Education (NIACE) - good for background theory, policy & learning outcomes

Further Education Funding Council Circular 93/28 ASSESSING ACHIEVEMENT - the inspection framework for all 'Schedule 2' courses i.e. with accreditation acceptable to the Department of Education

Further Education Unit (1994) SECURING ADEQUATE PROVISION FOR ADULT LEARNERS (London - FEU 070) - a report on the study of adequacy in adult education which provides a tool - the 'adequacy framework' & checklists. It can be used to both analyse existing provision & plan further provision

Gipps C (1995) BEYOND TESTING - TOWARDS A THEORY OF EDUCATIONAL ASSESSMENT The Falmer Press - a framework for educational assessment with alternative approaches for ensuring quality

Habeshaw S, Gibbs G & Habeshaw T (3rd. edition 1993) 53 INTERESTING WAYS TO ASSESS YOUR STUDENTS Technical & Education Services Ltd. - aimed at teachers in further & higher education and mainly concerned with formal assessment: interesting and easy to read

Harris D & Bell C (1990) EVALUATING & ASSESSING FOR LEARNING Kogan Page - comprehensive: theoretical & accessible: learner focused

Honey P (1993) MANUAL OF SELF-ASSESSMENT QUESTIONNAIRES - practical examples of self-assessment questionnaires across a range of areas with suggestions for devising your own

Kidd J (1989) ASSESSMENT IN ACTION NIACE - good for those interested in educational guidance for adults

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Lee D (Ed) (1994) COMPETENCE & ASSESSMENT (quarterly journal) Pendragon Press - good for competence-based learning & National Vocational Qualifications especially for developing standards & evidence requirements

Minton D (1991) TEACHING SKILLS IN FURTHER & HIGHER EDUCATION Macmillan - 2 short concise chapters

Murphy R & Broadfoot P (1995) EFFECTIVE ASSESSMENT & THE IMPORTANCE OF EDUCATION - A TRIBUTE TO DESMOND NUTTALL The Falmer Press - a selection of articles about educational assessment

Napper R & Bachelor D (1990) TUTOR'S TOOLKIT National Extension College - small section - very accessible and photocopiable

National Extension College (NEC) ASSESSING ENGLISH LANGUAGE SKILLS - a pack for assessing English language skills with basic & clear information about assessment (due to be published in Jan '96)

Parsloe E (1993) COACHING, MENTORING & ASSESSING Kogan Page - good for work based assessment

Rees S & Sunderland H (eds) WORKING WITH THE CRITERIA FOR THE ASSESSMENT OF ENGLISH LANGUAGE SKILLS: EXAMPLES OF CURRENT PRACTICE London Language & Literacy Unit - useful for all teachers & organising staff concerned with assessing ESOL skills

Riley K & Nuttall D (eds) (1995) MEASURING QUALITY : EDUCATION INDICATORS The Falmer Press - a collection of articles developing world-wide issues about assessing performance in the public sector

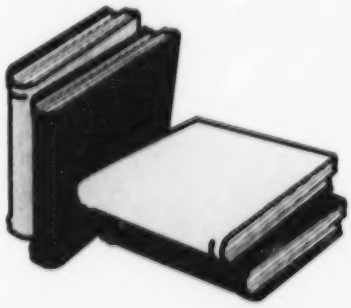
Rogers A (1986) TEACHING ADULTS Oxford University Press - section on assessment: quite heavy

Rogers J (1986) ADULTS LEARNING Oxford University Press - section on assessment: not as heavy as 'Teaching Adults' (see above): plenty of anecdotal examples

Simosko S & Cook C (1996) PRINCIPLES OF FLEXIBLE ASSESSMENT Kogan Page - straightforward guidance on how to implement an accreditation of prior learning system with advice on all the key issues

Smith R (1995) PREPARING YOURSELF FOR INSPECTION - a series of self-study modules aimed at teachers and lecturers with bits relevant to adult education that can be easily picked out

Vaughan J ASSESSING READING Adult Literacy & Basic Skills Unit - a series of cloze exercises (gapped sheets) used to assess levels of learners in Adult Basic Skills



Glossary of terms and abbreviations OR everything there is to know about assessment terminology in case you didn't like to ask! Remember that you don't need to have these terms at your fingertips!

A.B.S.	Adult Basic Skills - provides help with reading, writing, spelling and basic maths - one to one, in groups or with open learning packs.
Access	To enable all learners to overcome physical, psychological and social barriers which might prevent them from taking up learning opportunities
Accreditation	The means by which an assessment process is officially recognised
Achievement	What has been identified as the learning achieved - the changes in skill, level of knowledge and / or attitude. This can be recorded in a Record of Achievement.
APA	Accreditation of prior achievement
APL/APEL	Accreditation of prior (educational) learning
Assessment	Involves finding out how much an individual or group has learnt - it is to do with **people**
Assessor Awards	Awarded by a number of different awarding bodies and makes units D32 and D33 of the NVQ in Training & Development (see p104)
Assessor Award D32	Relates to assessing performance (see p104)
Assessor Award D33	Relates to assessment using diverse evidence (see p104)
Authenticity	The extent to which evidence presented demonstrates the learner's own competence (i.e. is it really the learner's evidence or someone else's?)
Awarding Bodies	Nationally recognised organisations which accredits assessed achievements e.g. City & Guilds, RSA, Pitmans, BTec
Certificate in Further and Adult Education	This CertEd may be postgraduate or not. It is provided by many universities and as a Stage 3 to the City and Guilds 7306/7
Certification	The endorsement of assessed achievement by the awarding body
Checks on learning	Informally checking on learning by observation and conversation - which may only be recorded in the mind's eye & ear

City & Guilds 7307 - Stage 1	Nationally recognised 40 hour programme to enable part time teachers of adults in Community Education to become more proficient and confident. Highly recommended for all adult education tutors.
City & Guilds 7307 - Stage 2	Building on Stage 1, the programme develops the knowledge, attitudes, values and skills of competent teachers of adults. Currently over 120 hours - from 1999 60 core hours plus options.
City & Guilds 7306	Equivalent to C&G 7307 but competence based
Community Education	Informal education which may include provision for adults.
Competence	Performance demonstrated to nationally determined standards which may require evidence of underpinning knowledge & values
Continuum	An imaginary line on which learner can place themselves in relation to their skill, knowledge and/or attitude about given subject. See p19
Course	A series of sessions with no activity outside the sessions. (A programme is the course plus such activities.)
Courses programme	The inventory of courses & events offered by a centre - often a brochure
Credit	The value of accreditation. There is a move to find the equivalent credits of (e.g.) OCN, GCSE, NVQs, Diplomas, Degrees. The Credit Accumulation Transfer Scheme (CATS) is a system set up by universities to determine equivalence.
Criteria	The standards which relate to learning outcomes. Use these to measure your learners' achievements
Currency	The extent to which evidence is up to date and demonstrates that the learner is still competent (a 'shelf life' of 18-24 months is often recommended)
Curriculum	Involves all those processes which facilitate learning - or, if they go wrong, inhibit learning
DfEE	Department for Education and Employment
Diagnostic assessment	Assessment used to identify current learning style and strengths in order to determine potential needs and areas for development
Direct evidence of assessment	Assessment based on observing how people perform skills using their underpinning knowledge and value base

Diverse evidence of assessment	Assessment based on evidence of knowledge and attitudes not directly observed - for example preparation notes, essays, tests, simulation
ESOL	English for speakers of other languages
Evaluation	The process of gathering opinions of learners' & other stakeholders' experiences of a course or programme. It is useful in determining whether the course met its aims and objectives, how well it was delivered, whether it gave 'value for money' and whether it satisfied participants' needs.
FEDA	Further Education Development Association
FEFC	Further Education Funding Council
FEU	Further Education Unit - discontinued April 1995 and replaced by FEDA
Formal assessment	A planned & structured assessment which is summative in nature. It may be 'norm referenced' or 'criteria referenced' and external to the course e.g. an examination. Can be used to determined whether a learner has reached a satisfactory standard of competence or level of knowledge which will allow progression to a further stage of study.
Formative assessment	Assessment used during a learning sequence to give feedback on progress towards outcomes
GNVQ	General National Vocational Qualification
Guidance	Information and support about educational opportunities
Incidental learning	see 'Windfall learning'
Individual Learning Accounts	A 1998 Government initiative to encourage people to save to learn with Smart cards to record their learning
Informal assessment	Ongoing assessment recorded for example in note, jottings and learning journal
Intentional learning	Learning planned by tutor in negotiation with learner
I.T.	Information technology (use of computer)
Lead body	Occupational areas have developed NVQs through bringing together staff, employers and others - e.g. the Training and Development Lead Body (TDLB)

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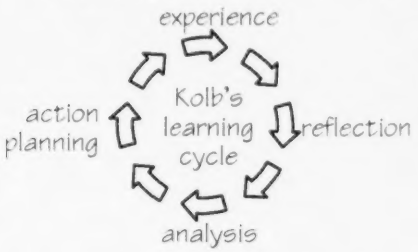
Learning

A change in skill and/or attitude and/or level of knowledge

Learning Cycle

Kolb suggested that learning follows a cycle of:



Learners can start at any point on the cycle
Think about it - it works!

Learning journal

A diary or notebook which can be kept by learners to enable them to assess their learning. See page 63. Sometimes called a learning log.

Learning objective

Planned changes in learners' behaviour

Learning outcome

What you plan your learners will be able to do and / or know as a result of the session or course in terms of

- (S) skills
- (A) attitudes
- (K) knowledge

Lifelong learning

We are in the 'Learning Age'. This is described extensively in the Fryer Report (1998)

Moderator

Appointed by a validating body to ensure that the assessed work is of a standard comparable to work in other centres. They will also check that the curriculum implementation is in line with the accreditation submission. See also 'Verifier'.

Monitoring assessment

The continuous collection and recording of information relating to both methods and outcomes of assessment

Moving On

Confidence building, study skills & guidance for adults wishing to return to study followed by a variety of taster modules

New Opportunities for Women (NOW)

WEA course offering self assessment, confidence building, study skills and guidance for returning to work

New Start/Next Step/ Jump Start/Return to Learn

These are the typical titles for learning opportunities for people wanting to take a step towards returning to work or study - or seeking a change in their lives

NIACE

National Institute of Adult Continuing Education, 21 de Montfort Street, Leicester LE1 7GE (Tel: 0116 2044200)

Non Schedule 2

Courses and programmes which do not lead to a recognised qualification and are therefore not funded by FEFC

NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education - see page 101
Open College Network (OCN)	A validating body which offers nationally recognised accreditation for courses which have been through the validation process. Credits are offered at different levels. Any adult education course or programme can apply to be accredited by the OCN. The national co-ordinator of regional OCN's is based at NIACE.
Outreach	Educators making contact with people in the community to explore their learning needs and to create appropriate learning opportunities
Performance criteria	The specific, observable, measurable standards which make up a competence statement
Performance indicators	The descriptive criteria used by the adult education service to monitor and measure the effectiveness of the service
Process	How the content of a session or programme is presented
Profile	A description by your learners of their attitudes & values, skills & knowledge at the beginning and end of the course.
Proforma	Pre-designed form - usually with both information gathering closed questions & open prompt questions - designed to collect information & opinions
Programme of learning	A statement of aims, learning objectives & outcomes plus the content of a course with the structured learning opportunities outside the course sessions e.g. tutorials, reading, visits, assignments
Progression routes	The next and subsequent learning opportunities or change of work planned and undertaken by each learner
QCA	Qualifications and Curriculum Agency
Record of achievement	A formal, signed, dated, summative descriptive list of what a person is able to do
Referencing - Norm	The assessment of a learner's achievements against that of others in the group
Referencing - Criteria	The assessment of a learner's achievements against pre-determined criteria

Reliability	The extent to which evidence comes from reliable sources and demonstrates consistency (i.e. is the evidence a 'one-off'?)
Schedule 2	Courses and programmes which lead to a recognised qualification - for example: NVQ, City & Guilds, GCSE - and are eligible for Further Education Funding Council monies and registered on the DFE schedule 2 list
Session	One lesson - an hour or a day! It has planned aims, objectives & learning outcomes!!
S.M.A.R.T.	A mnemonic useful when devising action plans - make it Specific, Measurable, Achievable, Relevant & Time limited
Summative assessment	Used to measure the extent of planned learning that has taken place at the end of a learning sequence
Sufficiency	The extent to which the quality and quantity of evidence actually demonstrates competence (i.e. is there enough good quality evidence?)
TECs	Training and Enterprise Councils
TEFL	Teaching English as a Foreign Language
Transferable skills	Skills learnt while performing a specific task which are transferable to a different task
Validation	The process a programme will go through to ensure that it reaches a specified standard (see OCN).
Validity	The extent to which evidence of learning corresponds to specific competence statements (i.e. does it demonstrate what it says it does?)
Verifier - internal	Appointed by approved accreditation centres to ensure that assessors are assessing to the agreed standard i.e. quality control
Verifier - external	Appointed by the validating body to ensure that approved accreditation centres are working to agreed national standards i.e. quality assurance.
Widening participation	The thrust of education for the year 2000 described in the Kennedy report (1997)
Windfall learning	Incidental learning which takes place without you planning it. This learning is not formally assessed but you may want to find out what has been learnt (apart from your planned outcomes) by individuals undertaking your programme.